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Using Children's Literature for Developing Reading Skills in EFL Classes

Diploma Thesis

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**VYUŽITÍ DĚTSKÉ LITARATURY PRO ROZVOJ
DOVEDNOSTÍ ČTENÍ V HODINÁCH
ANGLICKÉHO JAZYKA**

**USING CHILDREN'S LITERATURE FOR
DEVELOPING READING SKILLS IN EFL
CLASSES**

Diplomová práce: 2011-FP-KAJ- 151

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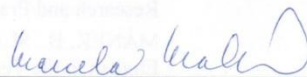
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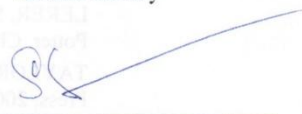


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V HODINÁCH ANGLICKÉHO JAZYKA

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Cíl: Cílem teoretické části diplomové práce je za pomoci odborné literatury vypracovat přehled strategií využívaných při čtení a vysvětlit, jakou úlohu hraje dětská literatura při nábviku čtecích dovedností v hodinách anglického jazyka.

Hlavním cílem praktické části je ověřit, zda dětská literatura vhodně zařazená do hodin anglického jazyka může posloužit jako efektivní zdroj motivace žáků a vhodný materiál k nábviku různých strategií čtení.

Požadavky: Platnost hypotézy diplomové práce bude ověřena v hodinách anglického jazyka na některé ze základních škol.

Metody: Na základě studia odborné a metodické literatury jsou vypracovány návrhy plánu hodin anglického jazyka, jejichž účinnost je detailně vyhodnocena pomocí metod kvalitativního výzkumu.

Literatura: ANDERSON, N. J., FREEMAN, D. Exploring Second Language Reading: Issues and Strategies. Boston: Heinle and Heinle Publishers, 1999.
BAMFORD, J., DAY, R. R. Extensive Reading: Activities for Teaching Language. Cambridge: Cambridge University Press, 2004.
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COHEN, A. D., MACARO, E. Language Learner Strategies: Thirty Years of Research and Practice. Oxford: Oxford University Press, 2007.
MÁNEK, B., SLAYTON, R., MACHOVÁ, P. Children's Literature in English in the Term of the Millennium. Hradec Králové: British Council, 2002.
LERER, S. Children's Literature: A Reader's history, from Aesop to Harry Potter. Chicago: The University of Chicago, 2008.
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Čestné prohlášení

Název práce: Využití dětské literatury pro rozvoj dovedností čtení
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Anotace

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Diplomová práce se zabývá rozvojem čtecích dovedností za pomoci dětské literatury v hodinách anglického jazyka. V teoretické části poukazuje na základní charakteristiku čtení, popisuje se proces a dovednosti, které lze rozvíjet. Věnuje se i obecně dětské literatuře a jejímu přínosu pro jazyk a studenty.

V praktické části je teorie porovnávána s praktickým výzkumem, který byl prováděn na hodinách anglického jazyka. Jsou zde prezentovány přípravy hodin včetně všech použitých textů, analýz, nápadů a problémů, které se mohou vyskytnout.

Abstract

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The diploma thesis is based on developing reading skills through children's literature in EFL classes. In the theoretical part, there are discussed general characteristics of reading, process of reading and skills that can be developed by using children's literature. There are also general characteristics of children's literature and its benefits for the language and students.

In the practical part, the theory is compared to the practical research that was made during the English lessons. The lesson plans and the texts that were used are presented together with all analyses, suggestions and problems that might occur.

Annotation der Arbeit

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Die Diplomarbeit beschäftigt sich mit der Entwicklung der Lesestrategien durch Hilfe der Kinderliteratur in dem Englischunterricht. Im theoretischen Teil weist sie auf die Grundcharakteristik des Lesens auf, beschreibt den Prozess und die Fertigkeit, die man entwickeln kann. Sie widmet sich auch der Kinderliteratur allgemein, ihrem Beitrag der Sprache und den Studenten.

In dem praktischen Teil wird die Theorie mit der praktischen Forschung, die in dem Englischunterricht gemacht wurde, verglichen. Es werden hier alle Unterrichtsvorbereitungen, einschließlich aller benutzten Texte, Analysen, Ideen und Probleme, die im Unterricht vorkommen können, präsentiert.

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Subject and Purpose of Diploma Thesis

The aim of this diploma thesis is to prove that reading authentic texts can be a very effective tool in the learning process. Through reading stories, students develop their imagination, they make predictions and judgements. They are naturally in connection with the language. The expectations of society are changing these days. We want a person that is well-educated and can use this knowledge in a practical way, who can work on his own and moreover, who is able to cooperate with others. He can use formal language and express his ideas clearly. This person should also know and use fluently at least one foreign language. According to the Common European Framework, a student has to be educated in all language skills (speaking, writing, reading, listening and English in use). A good teacher has to be able to develop all these skills and what is more – has to motivate his students during the activities. These days, there are a lot of excellent coursebooks that can be used for teaching English as a foreign language. These books are full of authentic material which is very helpful in learning. Students can listen to native speakers, use interactive CDs at home and practise through various games that are connected to the syllabus of the book. All these things can motivate students to self-development in learning.

To motivate our students, we should use materials that were made exactly for them; tool that satisfies all their needs and interests. This function can be done by children's literature because the texts were written for young readers. This literature has a lot of genres, for example, fairy tales, stories with a child's hero, fantasy, sci-fi, love stories, adventure stories, horror stories, poetry, etc. If we study these genres, we will find everything for our purpose in children's literature. We can find an appropriate text and use it to practise grammar issues, vocabulary, and critical thinking. We can train our students in reading aloud, or we can use it to develop other reading skills. Students enjoy reading because the texts that are taken from children's books are based on their needs and they describe the world through children's eyes. These texts are something that they would choose in a library.

According to the previous paragraphs, the texts can help in the self-development of students. If they see that the text is not difficult for them to read and they can understand the meaning, they may try to read these stories at home for pleasure. It may also happen that students know the plot of the story from the Czech translation or a film that was based on that story. This situation might enable students to understand the text better. It is very difficult to form a habit these days because children are obsessed with computers and television and they have no time for reading.

As previously stated, reading is one of the skills that are demanded. Good teachers should show the students the best way to develop this skill. And the best reward for us would be that the students read for their pleasure and not because of an obligation. Reading an authentic text could broaden their horizons in English and children's literature could be the best place to start.

This diploma thesis is based on all of the arguments that I have already mentioned. In the theoretical part, I will try to provide some valuable facts clarifying what methods and approaches are important in the reading process and what skills should be developed. This part also describes children's literature in general, its benefits for children and language. The theory will be compared to the practice in the second part of the thesis.

In the practical part, I will present four lesson plans that were used in the basic school from 6th to 9th grade. The lesson plans are broadened by the reflections that analyze ideas and problems that occurred in the common classroom. This part contains suggestions on how to use these plans in class. I hope these reflections might motivate and bring some inspiration for other teachers of English to use children's literature during their teaching.

I. Theoretical Part

1. Reading

*“To learn to read is to light a fire;
every syllable that is spelled out is a spark.”*

Victor Hugo

“We read to know we are not alone.”

C. S. Lewis

1.1 What Reading Is

Reading is one of the skills that a student has to manage during the learning process. As a receptive skill, a student gets the information from the text which he can see. According to Harmer, reading has the function of decoding the message and understanding the language of the writer. There is an interaction between writer and reader. A writer uses language to express his ideas. A reader has to decode this information according to his knowledge and experience and then reconstruct the writer's thoughts (Harmer 1991, 200, 201).

Harmer (1991, 200, 201) also divides reading into two categories, instrumental and pleasurable. Instrumental reading takes place when we have to get concrete information about something, or to get some instructions. The other reason for reading is pleasure. Instrumental reading can be pleasurable too, depending on the type of text.

There are many reasons to teach reading skills. These days many people work for multinational companies where reading texts in English might be a daily routine. Students should start to read short and easy texts. When they manage the basic techniques, they can continue with more difficult ones and get some experience with authentic texts for their future careers. When students know some techniques how to read texts in a foreign language, it will be really helpful in the future. Reading would be easier and it could bring more pleasure.

Furthermore, a text can present students with some grammatical structures. Students may not remember everything but some examples can stay in their minds and they will be more confident during the next practice. Moreover, the text shows new vocabulary that can be used passively. If the text is interesting and appropriate for students, the learning process will be more successful.

Finally, reading provides a good model of writing. While teaching writing, students have to see the examples of style, useful phrases and vocabulary that they are going to write. Texts provide very good samples. It also shows correct interpunction, sentences and their construction, how paragraphs are made, what linking words are used, etc.

On the other hand, reading can be used for teaching pronunciation and encouraging fluency. For the elementary students it is very helpful to see that the written language and the spoken language are not the same. These students have to find how the written words are used in the spoken language. They can practise and read aloud in the classroom. This activity would give them more confidence in using a foreign language.

According to Harmer, there are many skills that can be developed by reading. Harmer (1991, 202) divides them into the following categories: firstly, *general understanding* when students are able to talk about the main points of the text after they have skimmed (which means “running the eyes over a text to get a quick idea of the gist of a text”) the text at first.

Secondly, reading can be also focused on getting *specific information*. Students have to find specific details in the text while they are reading. This activity is referred to as scanning. During this activity students do not have to understand everything. They are looking for some information they were asked about. Although in some cases, students have to find all the information they need. The difference is that by reading for specific information, students are looking for a key word and other information is ignored (Harmer 1991, 202).

Finally, reading for *detailed information* is based on catching all the information that is given, as Harmer suggests, the personal details of a specific person – his name, surname, home phone number, mobile phone number, adress, email, etc (Harmer 1991, 202).

Above all, Harmer (1991, 202) suggests that the most difficult activity that can be done by the reading process is *interpreting text*. Students have to understand the text literally, they also have to find its functions and meaning in a non literal way. To know the

meaning and function, students usually have to know some collocations of a foreign language and the way of using the language. A reader also has to be orientated in some cultural knowledge because each language is as different as the culture. On the other side, it is sometimes very difficult to encode the text because we do not have the same shared knowledge as the writer has. His encoding may be too difficult for us to understand. This brings us to another problem connected to reading. There are some readers that go through the text passively. They just read and do not think about the meanings that may be hidden in it. For example, there are a lot of hidden symbols in fairy tales. They show the reader what is right and what is wrong according to the shared knowledge. A reader, who goes through the text passively, will not see these warnings. He will only see the story, its plot. But the function of fairy tales is to show people how to behave, and how bad habits are punished. This is the reason why fairy tales were so popular through the centuries – because of their moral value.

To sum up, reading is very useful in the learning process. Students can see authentic material and the more they practise, the more confident they will be during this activity. Reading should be developed from understanding a short and easy text to more difficult ones which could bring more pleasure. Reading is not only about understanding, but also about developing vocabulary, pronunciation (while reading aloud), syntactic structures, and writing. While reading, there are many skills that can be practised, for example, general understanding, reading for specific or detailed information, interpreting the text. When teachers choose the activity, we have to think about our students – age, level, knowledge. There is a danger of choosing inappropriate texts and students may lose their motivation. Reading should bring them more confidence and hope that they can read and understand the authentic texts. Reading should develop their skills and be planned step by step according to their level and experience of the language.

1.2 Reading Process

To make the reading process meaningful, we have to think about all the aspects that are connected to it, for example, text, setting, reader (his knowledge, age, experience), the reader's background (social, cultural), strategies, interaction of mother tongue, etc.

Moreover, we have to consider our purpose for reading and the stages that are included in the process.

1.2.1 Stages of the Reading Process

Over the years reading was defined in many ways and from many perspectives. These definitions contain the theories of how our brain works while reading.

According to Carell (2007, 14, 15), reading activities are based on the written language. Students should know the symbol system of the language and transform these symbols into either the sounds in oral language or graphic shapes in written language. These sounds and shapes are connected to the structure of the language and the syntactic relationships. These forms express meanings. To find a meaning in the text is the final part of the process.

Carell (2007, 15) divides the process into three stages. It starts with our eyes. To receive the information from the text, we have to see it first. This optical stage melts into the perceptual stage which then melts into the syntactic stage. All these stages work towards the meaning, which is the final product of the process.

According to Goodman, there are five processes at work in our brain whilst reading. They are *recognition-initiation*, *prediction*, *confirmation*, *correction*, and *termination*. During the first process, the brain recognizes the graphic symbols and initiates reading. This process is optical, students scan through the reading and predict this information in the text they see. Prediction is the next process that our brain does during reading and it is followed by confirmation – we have to verify our predictions. This process goes hand in hand with correction. If our predictions were wrong, we have to correct them. Finally, the last process is termination. Our brain terminates the reading when the reading task is completed (Goodman in Carrell 2007, 16).

Another theory is based on Gray, who suggested four steps in the reading process. These steps are *perception*, *comprehension*, *reaction*, and *integration*. Perception enables students to pronounce the word and make it meaningful. Comprehension is needed while we are reading in the context. We put the meaning into the context of the text. Reaction is an ability to make a judgement about what was said by the author of the text. And finally,

integration is to see the new ideas in our personal perspective (Gray in Zintz and Maggart 1989, 15).

Having said this, the reading process is not only about knowing the meaning of words that form the sentences, but also about reading between the lines, finding the meaning in the context and passing our own judgements about the text. This ability in the reading process should be the one that is demanded. Developing reading skills should go step by step towards this aim.

1.2.2 Top-down and Bottom-up

There are two kinds of processes in reading: top-down and bottom-up. According to Harmer (1991, 201), these terms can be linked to the difference between looking down on something from above, to get an overview, or being in the middle of something and concentrating on all the features. Metaphorically, the difference is between looking at a forest or studying the individual trees within it.

During the top-down process, students get a general knowledge of the text. They can get a basic understanding about what to expect during the follow-up activities. On the other side, the bottom-up process is focused on individual aspects and detailed information.

According to theoretical studies, the best way to read is to interact these two processes. General understanding enables students to see the details better. Moreover, a detailed study of the text helps to get a general understanding of what the text is about.

1.2.3 Intensive and Extensive Reading

While studying theoretical studies, the distinction between intensive and extensive reading is discussed. Intensive reading is defined as reading that is more concentrated, less relaxed, and pleasurable in contrast to extensive reading (Harmer 1991, 204). Teachers have to provide some help and intervene to the process. Extensive reading, on the other hand, is done by students themselves, they are on their own and teachers do not interrupt the process.

Intensive reading requires more responsibility from teachers. We have to provide appropriate guidance during the process. We have to know the abilities of the students, choose suitable texts and tasks to develop reading skills, give clear instructions, and monitor the class. The role of the teacher is very important. Before reading, teachers have to choose a text that is suitable for students and think about the ability, knowledge, and age of their students. We have to know the text, consider all possible problems that might occur, and put the text into the context of learning. We also provide an introduction and the reasons for reading. The introduction has to be clear and interesting. If it is too long, students will lose their concentration. The introduction should involve students because younger learners do not like lectures where they cannot take part in them. Moreover, the reasons for reading have to be meaningful. Otherwise, students will not work (only because of obligation).

During the reading process, teachers have to monitor the class and provide help when we are asked to do so. Sometimes teachers intervene too much, provide inappropriate help, or translate the text for the students. This might ruin the whole process.

Teachers have to guide the follow-up activities. We have to evaluate the process and present appropriate activities that summarise reading. We are also responsible for a summary, so students can see that they passed all the stages that were presented at the beginning.

The second type of process is extensive reading. It provides a number of benefits. Students can do the task at their own pace and go back to the text if they need to. Comprehension skills are developed, so are passive and active vocabulary.

As Nuttall says, while talking about extensive reading: “We are moving from the classroom into the private world of reading” (Nuttall 1982, 167). Teachers are not the creators and guides in this process, but we are still concerned. The responsibility of reading is moving towards students. Teachers might present some books that we choose for our students according to their interests and knowledge. The key point in this process is that students choose a book and read it for pleasure. The role of the teacher is to develop reading habit here, not to present the task based on the text. Teachers are sources that can provide help and advice when choosing a book.

To sum up, there are two different kinds of processes in reading. In schools, we usually use intensive reading that is guided and controlled by teachers. On the other hand,

the responsibility of teachers should be to create a reading habit and change intensive reading to extensive reading that is made for pleasure that it is not controlled and monitored by teachers. Extensive reading is very valuable because students are not forced to read, they do it because they want to. Christine Nuttall provides an interesting slogan in her book: “The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it” (Nuttall 1982, 168). The purpose of reading is not to choose one part of the process, but to present the reading in a complex way that enables students to enjoy it.

1.2.4 Aspects of the Reading Process

The reading process is influenced by many aspects. Teacher should think about these factors when they create their lesson plans for reading. A teacher has to consider all possible problems that could appear during the lesson to make the process successful. The aspects that can influence the reading process are divided into two chapters – text and reader.

1.2.4.1 Text

A very important factor is the text that we are going to read with our students. This text should be chosen well. It should be interesting and intriguing for students (this depends on the particular group of students) and depends on their knowledge. Difficult texts would show them how much they do not know. We want to show them that they can read in English and they can understand without problems. To make the activity interesting, teachers should make a good introduction and be motivating.

The topic of the text is discussed more in the chapter dedicated to children’s literature.

1.2.4.2 Reader

Another very important factor is the reader. While thinking about reading activities, we also have to think about the reader as a person. We have to consider the age, interests, ability, experience and knowledge. We have to know our students to make the activities suitable for them. It is impossible to ask small children to make a critical judgement of the text because these skills are not developed yet. Thinking and abilities change during school attendance and we, as teachers, have to consider it.

The reading process should be developed step by step for many years. We should start with easier activities in lower levels that require simple brain activities. These activities should be concrete (activities of action) because young learners are not able to think about abstract things yet. According to Zintz and Maggart (1989, 46, 47), activities of action are, for example, dramatization, activities that involve the senses, movements, gestures, etc.

When these skills are developed we can continue with more difficult exercises that involve observation. The role of the teacher is to show his students a good example of doing the action. It is, for example, demonstration. Abstract thinking represents the top of the pyramid. Students have the general knowledge and they know how to solve a problem because they observed the teacher. They can work with abstract ideas and concepts. They can make a critical judgement. To get to the top of the pyramid is a long way. Well-planned reading lessons can help the students to reach it.

Moreover, the reader is influenced by psychological, social and cultural factors. In this case we have to consider the family and how it effects education. Some parents are able to help their children in the learning process, they ask them about grades and homework, they enable their children to live in a rich oral language environment and they care. On the other side, there are a lot of parents that have no interests in their children's education. They do not understand the purpose of school system. Life in these families can be disrupted and problematical. Children have no space to learn, in many cases they have no motivation and usually fail in the learning process.

Problems associated with reading exercises could be physical problems such as dyslexia, or to see the text well. The tasks should be different in order to the student's defects.

Another problem in today's schools are cultural differences. There are many foreign students that attend Czech schools but their culture is not similar to other children. Teacher should know at least some aspects of their culture and think about possible problems that can appear. These minorities have different experiences of the world, first language, cultural background, and in some cases religion. Knowing the first language can be really helpful because it influences the second language in all aspects (word order, sentence structures, writing, speaking, etc.). But this is a specific problem in classrooms, not the general aspect of reading.

To summarize, there are many aspects that can affect the learning process, in our case reading. As has been said, the reading process can be influenced by the choice of the text, and the personality of the reader and his background, such as family, nationality, health, etc. Teachers should consider these problems and try to base their lesson plan on this knowledge to make the whole process successful.

1.3 The Skills of Reading

During the reading process we try to create an independent reader. To educate such a student, we have to go step by step through various developmental skills. We should start to teach word-recognition skills, followed by comprehension skills, and study skills. Our purpose for reading should be to help our students become critical readers. This kind of reader is able to understand the text, evaluate it, see the reasons, and solve the problems.

1.3.1 Word - Recognition Skills

The most basic skill in reading is to recognize words. Students have to know the meaning of the words that are used in the reading material. This skill forces students to develop the dictionary habit to find the meaning of new words or meaning of old words in new contexts.

Word-recognition skills are those that enable students to recognize words independently while reading. Students memorize some words during the reading process. This also requires other skills that have to be developed. A lot of reading material for

young learners is provided by illustrations. In this case students can make a link of a word and a picture which would help them to memorize it. After that they are able to name the word according to the picture.

In word-recognition a reader combines recognition of the meaning to words. Now he can understand the story. Moreover, he is learning about the sounds that are represented by those words. He is able to pronounce them and tell the story aloud. The role of the teachers is very important. We have to provide help for the students during the lesson. He connects the topic and the text, he makes it meaningful by making comments and asking appropriate questions.

Word-recognition skills include “all skills that students have to make to “unlock” words independently and rapidly while reading” (Zintz and Maggart 1989, 255). According to Zintz and Maggart (1989, 255), word-recognition skills are:

1. Remembering visual cues in a small number of words.
2. Using picture clues for story meaning and word recognition.
3. Building a large stock of common words recognized at sight.
4. Identifying new words by using context clues in the rest of the sentence. The child will be able to make predictions about words and confirm the prediction.
5. Using a sequence of phonic analysis skills.
6. Using structural analysis skills.
7. Learning to use dictionary for help in both pronunciation and word meaning.

This reading process should be based on a story that contains no more than fifteen to thirty words. Combinations of the pictures and the story make the reading process easier.

Word-recognition is the basic skill that has to be managed during the learning process. It is the first step toward further reading. Students should know that everything has its meaning, sound and place in the sentence. This skill develops thinking although some abstract words might be confusing for young learners. To practise reading from the beginning of the learning process at school would be very helpful for the next steps in

learning. Students would be more confident during the following activities; they would feel that it is something more natural.

1.3.2 Vocabulary Development

When reading an authentic text, the basic skill that has to be developed is the ability to work with new vocabulary and guess from the context. The material is full of new words and students have to know where they can find appropriate information, for example, using a dictionary.

Zintz and Maggart (1989, 362) mention that each student has several vocabularies: oral vocabulary, which he uses in conversation; listening vocabulary, which enables him to understand others; reading vocabulary, which he obtains during reading exercises; and writing vocabulary, which he uses to express his ideas on paper. For young learners listening vocabulary is the largest one. During the learning process the other areas of vocabulary are developed.

To understand an authentic text, we have to show our students how to use a dictionary. We should start with a translational dictionary, to show our students how to find the words they need, and what kinds of symbols there are. When they learn about this kind of dictionary and practise a lot with it, they can focus on using monolingual dictionaries.

When teaching vocabulary, we have to show our students that one word can have more meanings, so they have to choose the one that is suitable for the text. We should also focus on figures of speech that can be represented in authentic materials. The best strategy is to find a text that has some figures of speech, such as simile, metaphor, irony, hyperbole, personification, synecdoche, and metonymy (Zintz and Maggart 1982, 368), and highlight them (figures of speech are discussed in details in the following chapter about vocabulary problems). Students know the terminology in their mother tongue (depends on the level and age). We have to explain to them that each language may have similar or different uses of figures of speech. We have to show them, according to the examples, how to interpret them. We should focus on the similar figures of speech in our mother tongue, or to find an example that has a similar meaning but different form in the first language.

Alltogether, vocabulary development does not only include learning new words, but also the knowledge and ability of how to work with these words. Students might know the meaning of a word, but the context gives it a different meaning. Vocabulary development is about the ability to learn new words. Moreover, it is about using a dictionary (multilingual and monolingual dictionary), guessing from the context, and the ability to recognize the figures of speech, as simile, metaphor, irony, hyperbole, personification, synecdoche, and metonymy. Students should know these figures of speech from the lessons of their mother tongue. In reading the authentic text, they should see some examples and be able to contrast these features with their knowledge. Sometimes these figures of speech are similar to the first language, on the other side, there are some examples that have to be found in the dictionary. Vocabulary development and using the dictionary is a very important step to in being an independent and critical reader.

1.3.2.1 Vocabulary Problems

The biggest problem with reading is that students' vocabularies are not rich and developed enough to read in English. According to the research, an average native reader recognizes about 50,000 different words in his mother tongue, while a reader, who reads in the second language, can recognize only 3,500 words (Nuttall 1982, 65). This might be a little confusing. But on the other side, the native reader did not learn all those words during one reading exercise, he had to read a lot of texts.

Reading in the second language has to be developed step by step, as it was mentioned before. The same process is applied to learning our mother tongue, we start to read and then we read more and more to get some knowledge, in our case more vocabulary.

Students should be trained in using dictionaries and have a lot of practice with them. There are also some aspects that make word-recognition difficult. According to Nuttall (1982, 76-78), there are several features of language that cause problems; firstly, our students have to deal with idioms, which are several words together but have a different meaning. This might bring a problem in understanding because students might know the meaning of these words but together they express a different phrase. Other

examples of transferred meanings are metaphors and metonymies, which do not mean what at first glance they seem to mean. In children's literature, there is a great amount of metaphors that could provide most of the problems in understanding. Students should be aware of this and be able to find all meanings in the dictionary. After that, they have to choose a correct meaning according to the context. The same problems might be provided by word with several meanings, synonyms and antonyms. Writers usually use a different word with the same meaning, so they do not have to repeat the one that they already used. This may bring some problems because students do not know all these synonyms. Finally, irony can be very problematical because it may lead to misinterpretation. Students might not be able to recognize that the writer used irony in his text.

Altogether, there are many problems that can occur during the reading process. As teachers, we have to try to avoid them. The first step is to know the text that we use very well, so we can predict potential problems before the lesson. If there are any figures of speech, we should focus on them. The second step is to teach our students how to work with a dictionary effectively during the reading task. This skill cannot be developed after one lesson. It needs more time to be trained. When students are confident in using a dictionary, it will not take them a lot of time to look up key words.

1.3.3 Comprehension Skills

After developing vocabulary skills, we can continue and start to practise comprehension skills, which are not only based on the meaning of words, but also on the meaning of the whole text. This is the next level of reading development. This process, according to Zintz and Maggart (1989, 298), is composed of five elements: *reader*, *text*, *setting*, *task*, and *situation organizer*. The reader has to read the text that is given to him. This process is influenced by the place (classroom, library, etc.) and the task. The task cannot be omitted in the process, it includes instructions and it guides the reader. The whole reading activity should be interacted by a person that is responsible for it such as a teacher.

To raise a comprehensive reader, teachers have to think about many factors that are included in comprehensive thinking. The first aspect is a schema in foreign language.

Native speakers know the patterns of their language but students do not. Native speakers grew up surrounded by this language; students have to get a chance to be in contact with it. These schemata have to be presented in the reading process. Each language is different and according to these various structures, different thinking is demanded during reading texts in second or foreign language. Schema is something in our mind that we can connect to real objects, actions, or feelings. These imaginations are created during our whole life. It depends on our knowledge and experience. They can be changed by different experience or knowledge. We all have these schemata in our mind but they are connected to our mother tongue. When we study another language, we have to make new schemata.

As has been mentioned before, a good reader has to understand the text literally. Literal comprehension includes word-recognition. Moreover, it includes the understanding of the meaning of sentences, and the writer's ideas. A reader has to think about the organization of the text, its paragraphs, and the meaning of the context. But understanding the text literally is not enough. A good reader should have an inferential skill. These skills enable the reader to find a missing connection in the text and in his knowledge and experience of the world. He is able to read between the lines. There are examples, such as metaphor and anaphora, which activate inference during the reading process. Zintz and Maggart (1989, 309) mention many activities that can be used to develop inferential thinking while teaching reading:

1. To read riddles that requires students to utilize clues to infer "what am I?"
2. to draw a picture about the story that was read (students have to understand and use their imagination to express the meaning on the paper)
3. mystery stories that do not have an appropriate explanation; students must provide satisfactory conclusions about the mystery
4. to ask about the ending of the story before the final page is read

All skills that were mentioned before include such cognitive activities as explaining, inferring, identifying relationships, cause-effect, compare-contrast, conclude, generalize, summarize, discuss, paraphrase, analyze, and prove. This kind of thinking is called convergent thinking (Zintz and Maggart 1989, 317).

Other skills that can be practised by reading are more difficult. These skills cooperate with different thinking. This kind of thinking is called divergent and these activities encourage students to respond to different types of questions and problems with open, creative, and imaginative answers (Zintz and Maggart 1989, 317). These activities might bring more than one correct answer. This kind of thinking is developed by creative and critical comprehension. When choosing the activities, teachers have to think about students because these skills are not developed in low level classes.

Zintz and Maggart (1989, 317, 318) describe both of these comprehensions in details. In creative comprehension, students are able to see the problem from more than one perspective. They can think about more solutions, various possible answers, and see many points of view. It also brings an ability to make clear arguments for their solutions and discuss the problems. Finally, critical comprehension is the most difficult technique of thinking. Students have to prove that their solution is correct and why they think so. They have to discuss the problem and they have to express their arguments clearly. This skill is not only about understanding the text, but also about expressing ideas, using language, and making arguments. Students have to find the truth and assess the validity of given information. They have to agree or disagree with others and defend their thoughts.

Altogether, comprehension skills are not only about techniques that should be used by teachers, but also about developing thinking, vocabulary, and presentation of student's thoughts. Teachers should start with developing convergent thinking and follow towards divergent thinking. All activities have to be based on the level and age of their students to make the process successful. Teachers are also responsible for showing students some examples of patterns, anaphors, and metaphors while using authentic materials. All these activities help to develop thinking in foreign language.

1.3.4 Study Skills

Having mentioned word-recognition and comprehension skills, we should discuss study skills that are very important for future learning and self development. Study skills are based on student's mastery of reading comprehension skills.

Study skills are divided into four main areas: “location of information, organization of information, interpretation of information, and applying the study skills” (Zintz and Maggart 1989, 342). When a student is trained in all these categories and he succeeds, we will have an independent reader.

Locational skills include those that enable students to use the book in effective way. Students use reference books (in our case a dictionary to find meanings of unknown words and figures of speech, or grammar books to study, for example, a sentence structures), they are able to find all information that are written in the book, for example, the title, the author, the date of publishing, glossary, appendix, etc. This information shows them the background of their reading.

Another area of study skills is organization of information. Students locate the information from the text. Now they have to organize it for use. Students make a summary or an outline. They can also see whether or not they missed any information they need. Writing outline of a story might be very difficult for children. This skill has to be developed step by step, we have to show the examples and enable our students to practise.

Interpretation is the next step after location and organization. In this case students organized all information they needed and they have to use it to discuss the key points, for example, main points of the plot of the story. They have to understand the text, find the general points, and be able to present them and discuss.

The last step is to apply the information that was found. It is, for instance, applying the same vocabulary that was used in one text to another material. Students can also use the information in other skills, such as writing and speaking. The range of application is wide.

To summarize what was said, study skills are very important for self development and future learning. Students learn how to work with information, locate them, organize, interpret, and finally apply. They are told where they can find appropriate explanations and they try to work with these sources. Study skills are not only about theory, but also about a practical part of learning. When students know where to find explanations and all information, they will be more independent and self-confident readers.

1.3.5 Oral Reading

As has been mentioned before, oral reading is an effective tool to teach pronunciation, pitch, rhythm, and intonation. Young students usually like to read the text, exaggerate the sounds, and read role plays aloud so they can match the sounds to the actions.

On the other hand, there are many problems connected to oral reading. The first aspect is the reader himself. Some students like to show their ability to amuse the others, imitate someone. But there are also students that are shy and do not like to speak in front of the others. These students might have many reasons for being shy, for example, speech defect, hesitation, stutter, problems with pronunciation in general, etc. If we have such a reader in our class, we cannot force him to read aloud very often. It could damage his personality and self-confidence.

Big disadvantage is that in general reading, for example at home, we use silent reading. According to this, oral reading is only practised at school. As it was said, most of young readers like to perform and read aloud. On the other side, older students might not see the pleasure in amusing their schoolmates. Teachers have to think about the students, because if they use oral reading inappropriately, they might ruin the whole lesson.

Another aspect that is very important in oral reading is the text. If the text is too difficult for students and we force them to read it aloud, students will lose their motivation and it will cause them much discomfort. The text should be appropriate for students – not too easy and not too difficult. There should be presented vocabulary that students know and that is useful for the learning process.

Oral reading should be interesting not only for the reader, but also for the listeners. The reader should entertain his audience, give them important information, or complete the task that was given. Oral reading is more difficult than silent reading. Students have to pronounce words correctly, think about intonation, amuse the audience and, of course, think about the meaning of the text. They have to do all things in one moment.

Although oral reading has many disadvantages that were discussed, it should be presented in learning process in appropriate form for students. Silent reading might be very effective for learning because everyone can use his own pace and techniques to solve the

task that was given. On the other side, oral reading can change monotonous lesson and amuse students.

1.3.6 Understanding and Outcome

While developing any kinds of skills, teachers are usually focused on the final part of the process: understanding and outcome. Students' understanding and the outcome provide a feedback, for example, the text was appropriate for students, clear instructions, suitable task and questions, etc.

According to Harmer (1991, 312, 313), outcome can have many faces. Firstly, an outcome that does not require language, for example, to make something according to the text (to draw a picture), arrange, complete, or check something. Some outcomes require written language, as fill in the gaps, complete the chart, answer the questions, complete the handout connected to the text, write a summary, write the ending of the story, translation, group work, etc. Moreover, outcome might involve spoken language, for example, dramatization and role play, which require complete understanding of the text. Students study the text and perform it in front of others. Performance is the outcome. A discussion is other kind of spoken outcome. Students have to answer some questions according to the text and present their thoughts to others. Others can agree or disagree with different statements.

It is sometimes very difficult to get the information about outcome because some students might have copied the answer from their neighbours, some of them might have not cooperated with others during group work. It is very difficult to say whether students have made progress or not. The lesson is too short to discuss all points with everyone. There is often a danger that teachers choose the same type of texts and ask similar questions. Students get used to it and become bored during the next tasks.

As good teachers, we should provide a wide range of texts and tasks. Students should see that there are many different ways of reading, and according to that, many different outcomes. The reading process should be changed, provide various tasks and purposes, so students will not be bored and motivation will be increased.

The purpose in reading process is very important. Students have to know why they read that text, what the purpose is. Without knowing the purpose, the reading would be meaningless. The other important aspect is to get a suitable task and clear instructions. Feedback shows the success or failure of the process. Teachers can see if students understood. It also shows if the outcome was realized.

To sum up, understanding of the text influences the outcome and the outcome is very important for teachers. It is a kind of feedback; it refers of the whole process of reading. There are many kinds of outcomes. A good teacher should change them and train his students to practise different skills. Various kinds of tasks and outcomes can increase the motivation and interests in reading in foreign language.

1.4 Summary of Reading

Reading is, as has been said, one of the receptive skills that students should manage during the learning process. While reading, we decode messages that were hidden there. Reading skills should be developed step by step from understanding shorter and easier texts to more difficult ones that would bring more pleasure from reading process.

The process of reading, in a simple description, starts with the eyes, continues with perception and goes towards the meaning. Meaning or the message of the text is the final product. The reading process can be also described as top-down, which means to get a general knowledge about the text, and bottom-up, which means to focus on individual aspects and details of the text. Moreover, the process can be described as intensive reading, which is an activity controlled and guided by teachers, and extensive reading, which is done for pleasure and it is not controlled by teachers. It is usually done at home and it is very important for further self-development.

The process of reading is influenced by many factors. Teachers should know these factors when they create reading activities for their students. The first area that can influence the process is a text. The text should be appropriate to student's level, knowledge, abilities and interests. Another area of factors is connected to readers. Readers can be influenced by family, nationality, health, interests, etc. Teachers should consider all these factors to make the reading process meaningful and successful.

The main goal of reading is to create an independent reader. In addition, teachers should go step by step through different skills to achieve this goal. The first step is to develop word-recognition skill, which is the basic skill of reading. Students recognise meaning of words, their place in the sentence and their sounds. They also start to think in abstract way. Another skill that is demanded is vocabulary development. Students can look up new words in dictionaries and they can guess from the context. On the other hand, vocabulary can bring many problems, such as figures of speech, idioms, unknown words, misinterpretation, etc.

Word-recognition and vocabulary skills are followed by comprehension skill. This skill includes the previous skills. It is based on thinking, vocabulary, and presentation of students' thoughts. The process goes from convergent thinking, which includes activities as explain, identify, compare, summarize, etc., to divergent thinking, which is based on more difficult activities, for example, solve the problem, create and imagine particular things. These activities are based on more possible answers.

The last skill that was mentioned before is study skill. It is very important for self-development and future learning. When students manage this skill, they will be more independent and self-confident readers. This should be the goal of the reading process – to train a student who is able to continue and make a progress in further studying.

Alltogether, reading a text is not only about understanding and decoding messages, but it also shows the patterns of vocabulary, collocations, pronunciation, and syntax. Moreover, various tasks can bring different outcomes that students can practise, for example, speaking and writing as follow-up activities. Outcome provide a kind of feedback because it refers to the whole proces sof reading. Teachers should choose different types of outcomes and train students in various skills. In addition, interesting and various outcomes increase motivation and prevent to monotonous lessons.

2. Children's Literature

"Life itself is the most wonderful fairy tale."

Hans Christian Andersen

"And above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places. Those who don't believe in magic will never find it."

Roald Dahl

"Good children's literature appeals not only to the child in the adult, but to the adult in the child."

Johann Wolfgang Goethe

2.1 General Characteristics of Children's Literature

Children's literature might seem to be defined as the books written for children and the books read by children. According to the literary critic Peter Hunt, this definition is not so simple and the boundaries of children's literature are wider than one might expect. Hunt (1994, 4, 5) suggests that concept of childhood differs in various cultures and furthermore, in the families.

Hunt (1994, 5) mentions Piagetian definition of childhood: "children are people whose minds and bodies have not yet matured in various definable ways." From the literary point of view Hunt considers children as *developing* readers who need different types of the texts than adult readers.

Children's literature offers various kinds of books and genres these days. As a result of the large number of the books, it is almost impossible to define children's literature generally. We can say that children's books are important from the educational, social, and

commercial point of view. And of course, they are influenced by adults. As A. A. Milne wrote: "Children's books are books chosen for us by others; either because they pleased us when we were young; or because we have reason for thinking that they please children today; or because we have read them lately, and believe that our adult enjoyment of them is one which younger people can share. Unfortunately, none of these reasons is in itself a sure guide" (Milne in Hunt 1994, 1). The writers and manipulators of children's literature are adults, not children who are the readers of these books. Adults dictate what children can read, they create the boundaries. Hunt (1994, 17) divides them into two categories: "book people" and "child people" where the first group can be compared to critics, theorists, literary establishment readers and the second one to parents, teachers and non-professional readers.

The position of children's literature was not always the same. The origin of literature for children goes back many centuries. Firstly, there appeared tales and myths that were produced orally from one generation to another. These stories were not written for children initially. This is known as non-intentional literature. People told these stories to keep culture, traditions and general knowledge of the nation alive. These stories were told to children later to scare them, to make them more cautious. The oral tradition enabled form and change many stories to similar variations that were later written and published by the collectors of folklore. These variations show the different social backgrounds. These stories are known today and can be read in many books of many authors.

When intentional literature (written for children) appeared, its function was very different from today's literature. These stories were written for a specific purpose, mainly moral and religious. The authors did not try to be close to children, the texts were full of moral warnings and patterns of behaviour. The characters were only black and white, so the bad people could not be better, they could not change. The language was poor, there were many clichés, repeated phrases, and no metaphors. These stories were usually written by the priests who presented the moral tradition there. In about 1850, as Hunt (1994, 8, 9) mentions, the books began to move from the didactic to the recreational. A hundred years later children's literature was established as a distinctive area.

Fortunately, children's literature had been developed by many authors and its position and function became more satisfactory for the readers. The functions are educational (they learn something), formative, and aesthetic (Hunt 1994, 9). It should bring

amusement, imagination, fantasy, practice of pronunciation, etc. The vocabulary is easier for readers, it has simpler plot. The books tell the story rather than show. The main characters are usually children because they are close to a young reader. The world is divided in two parts – good and evil, which usually fight against each other. The topics and genres are focused on all the functions that are typical for children's literature. If it is not, we deal with literary trash.

This kind of literature is focused on many genres. We can start with fairy tales that can be traditional (based on folklore), or created by author. Stories with child's hero or heroine are very popular. They can take place in genres of sci-fi, nonsense, fantasy, love stories, adventure stories, or horror stories. The plot does not have to be about children, the main hero can be an adult or an animal. A very important point is that the story is interesting for children, it shows the world in similar way to children's minds. The story has to be amusing, full of pictures and rhymes. According to the collection *Children's Literature in English in the Terms of the Millenium*, there are also many kinds of poetry; for instance, nursery rhymes and poems with many topics - riddles, limerics, etc. (Mánek, et al. 2002, 56, 57, 58). Similarly Hunt suggests that the boundaries of children's literature are very ambiguous and the type of writing very different.

To sum up, children's literature has existed for many centuries and it has been through many changes during this time. Fortunately, this long period enabled many genres and forms to develop; hence, it is very difficult to make a general definition because of the number of the books. Today's readers can choose from various texts and authors because everyone likes different kinds of reading matter. Someone likes to read a realistic story; on the other hand, there are many readers that like to escape reality while reading. Children's literature provides many choices, so everyone is able to find an appropriate book. The functions of the books for children are educational and commercial; the plot is based on action, easier form and the main hero is usually a child. Above all, children's books are influenced by adults who decide what children can read because they are the creators of this literature.

2.2 Reasons for Reading Children's Literature

In the first part of the previous chapter the reading as a process has been described. Now we have to discuss the reasons for reading with our students. Generally speaking, reasons for reading are different for everyone. Someone likes to read for pleasure, the other one just needs some information, such as facts, ideas, impressions, etc. The reasons for reading in EFL classes should not only be for pleasure, but also for developing language and reading skills, better understanding, motivation, and to form a habit for reading in leisure time.

According to Nuttall: "Nothing can replace the motivation supplied by needing to read" (Nuttall 1982, 4). The reading skill is one of the skills (together with writing, listening, speaking, and English in use) that are required. All these skills present the using of language in a complex way. Teachers have to develop them, practise with students and, of course, motivate during the lessons.

The reading process can be provided by many texts, for example, articles, letters, leaflets, notices, diaries, etc. However, it would be difficult to motivate our students to read an article about, for instance, industry. This text would be boring and too unintelligible because of its terminology. According to the previous statement, children's literature was chosen for the research because these texts are suitable and very close to younger students.

In addition, a reading text can be a good example of written language. Students can see the patterns, usage of conjunctions, outline of the text, sentence structures, punctuation, and coherence. Moreover, it can be a source of new vocabulary.

Children's literature is very popular. Everyone knows at least some fairy tales or stories that were written for children. Moreover, adults often find a lot of pleasure when they read these books as the stories are easier to read, full of rhymes, pictures, and action. The stories can provide the world through children's eyes, sometimes misunderstandable for the grown-ups. In some cases it can show the examples of situations that can happen and how to deal with them. It can also explain what is wrong and what is right. It develops imagination and fantasy. For example, the genres of fantasy and sci-fi, which are, according to the questionnaires presented in the Appendices, very popular in all classes. Similarly, Sheila Egoff has written: "Modern fantasy in its totality is the richest and most varied of all the genres" (Egoff in Hunt 1994, 184, 185).

To sum up, the reasons for reading have been discussed from various aspects. Reading skill is required and usually tested. It is also a pattern of writing, it shows a lot of new vocabulary and sentence structures, students will be more confident during the next reading (discussed in the chapter What Reading Is). Children's literature provides appropriate material for reading in the second language. The stories, in general, use simple language and vocabulary, contain pictures that can help when reading, and develop students' fantasy and imagination. Generally, children's literature should be the perfect start for reading in a foreign language.

2.3 Benefits for Children

A very important question, when choosing a text for the reading task, is what the benefits for our students are. There are definitely language benefits but these are discussed in the next chapter. In this part benefits for children's personalities and their study skills are presented.

Firstly, children's literature should provide all the functions that were presented in the first chapter of this part. These functions are very important because they develop children's thinking, moral aspects, patterns of behaviour and their attitude to the whole world. Students can identify with the main heroes or the other characters of the story. While reading, they can escape from everyday reality and experience many adventures because children's stories are based on the action rather than reflexion. Their thinking has to cooperate with their fantasy and imagination. When reading they can meet new people, creatures and a lot of abstract things. They learn the new words, some of them might be created by the author of the story as it is, for example, done in the book *Alice's Adventures in Wonderland*.

Secondly, children's literature can provide a great amount of motivation if the teachers choose a good text, present a task and a suitable reason for reading. All these aspects are very important because all of them might ruin the motivation. And motivation is the first step to make the reading successful.

Finally, children's literature can help to change the intensive reading at school to extensive reading at home. We can provide some examples as intensive reading that is

guided and controlled. If we are successful, we can form a habit and motivate our students to read at home. Extensive reading has a big influence on the self development and study skills. The students have to work on their own, there is no help provided by the teacher while reading. They have to use dictionaries and grammar books when they do not understand the text. And the best way how to develop study skills is to practise.

The benefits might be different for everyone. Teachers should be responsible and provide as many benefits as possible. Students might start reading for obligation but later they can be motivated to read more for pleasure.

2.4 Benefits for Language

As authentic material, the reading text provides the real language – “system of speech sounds by which people communicate with others in their social group” (Zintz and Maggart 1989, 70).

Language is generally characterized as something uniquely human. People use language to communicate and express their ideas and thoughts. The system can be produced orally or it can be written. It connects people together, expresses their culture and traditions. Language is a system with a distinctive structure. It can have many forms, for example, formal and informal language, dialects, language of social groups, etc.

Children's literature represents the real language and shows all the aspects of the system. Students can see the basic units of language, the phonemes, when they read aloud. They can practise pronunciation, intonation, word stress, rhythm, pitch - everything that is connected to phonetics and phonology. Moreover, morphological, lexical, semantic, and syntactic aspects can be taught while reading. The first step is to find an appropriate text for the purpose and show the students how these language features are used in the authentic texts.

Authentic material also provides another advantage. As a part of literature, it uses all kinds of language. Students can read the formal language but we can find some examples of informal language as well. Informal language is generally used in a direct speech and represents the spoken language that is used more often than formal language in public speaking.

One of the functions of children's literature is its aesthetical function. These texts provide a range of figures of speech, which have been discussed in the chapter The Skills of Reading. It is not just any reading because the reader is taken to a different place or world during the reading process. The writers of these texts often use the rhythm of language, nonsense, strange collocations, rhymes; they create their own words and names. All these aspects are very interesting for the young readers.

All together, there are numbers of benefits for language. Firstly, students are in contact with all areas of the foreign language. They can be taught about pronunciation, morphology, lexicology, and sentence structures if we choose an appropriate text. The other features of children's literature develop thinking, creativity, imagination, and fantasy. Students are forced to think in the second language, to be in contact with it. The best way to learn foreign language is to be focussed on reality. Children's literature, as something authentic, provides the real language.

2.5 Summary of Children's Literature

In the second part of the diploma thesis children's literature was discussed from four points of view. The first part summarized the particular area of literature. It is difficult to make definition of children's literature because of the various understanding of childhood. Childhood can be different in each culture and even in the families. Furthermore, the boundaries of children's literature are ambiguous because of the various numbers of the texts and changes in the past. The roots can be found many centuries ago when the stories were told by oral tradition and were not for children at first. When children's literature became a separate part of literature, the function was didactic or religious. After some time the main function was represented by recreational and educational reading and, of course, commercial purpose.

Another problem that was discussed is the influence of adults. Although the books are for children, the writers are adult people who can make the boundaries of the writing. What is more, children's literature is represented by the huge number of the texts, genres, styles and authors. This is made the topic very difficult to summarize.

Secondly, the reasons for reading children's literature were described. These reasons were, for example, developing the reading skills, student's fantasy and

imagination, pattern of writing, model of pronunciation when reading aloud, and finally, the pattern of the real language.

The reasons for reading go to the benefits for children and language. Children's literature can help to change intensive reading to extensive one. It can be a motivation for further reading and it also develops study skills. As stated, children's literature provides many functions, for example, educational and personal; it can provide experience and the patterns of behaviour that can be learnt through the text. What is more, the user will experience language benefits. A reader can see and experience everything that is connected to the language, for instance, pronunciation, morphology, sentence structures, and various vocabulary. The reader is in the contact with the real language.

On the whole, children's literature embraces a huge area of literature and it is very difficult to choose the perfect text that will suit everyone. On the contrary, the teachers can choose a very good text when they know the purpose for reading. This text can bring many benefits to the younger readers, such as personal qualities (benefits for readers) and language qualities (language benefits).

3. General Summary

The theoretical part was divided into two parts. The first part was based on the reading process and the skills that should be developed. The second part was based on children's literature, purpose for reading children's books, and their benefits.

Reading is very useful and demanded during the learning process. It shows the example of authentic material. Reading skills have to be developed step by step from easier texts to more difficult ones. There is also more than one kind of reading: top-down, bottom-up; intensive and extensive reading were mentioned. Moreover, the skills that can be developed by reading process were summarized, for example, word-recognition, vocabulary development, comprehension skills, study skills, oral reading, and possible outcomes that can appear during the lesson. The process begins with the eyes and continues towards the meaning. The meaning of the text can be designed into the various outcomes which can bring the benefits for the reader and of course, the language.

On the other hand, there are many aspects that influence the learning process. These aspects (in the reading process) are connected to the text and to the reader. The text has to be suitable for the readers. This statement links the first part of the diploma thesis to the second one where the children's literature and its benefits are discussed. Children's literature uses simple language, contains pictures and riddles, and develops children's fantasy and imagination. The benefits can be different for everyone because the readers are not the same people with the same interests (reader is another aspect that influences the reading process). There are also many language benefits. The texts are authentic materials and show all the areas of the real language. It can be a source of vocabulary, sentence structures, punctuation, formal and informal language.

All together, the reading process is very important in learning a foreign language. The basic unit is the text and the text has to be chosen carefully. According to the benefits for students and language, children's literature can be a very good tool to develop reading skills.

II. Practical Part

1. The Aim of the Research

There are aims of my research which should be fulfilled:

1. to investigate if students read children's literature
2. to investigate which books/authors they read
3. to create and present four lesson plans that are based on the research
4. to use different outcomes of reading, strategies to develop different reading skills and to analyze advantages and disadvantages
5. to summarize the process and potential problems that occurred, draw a conclusion of the process and present some suggestions of suitable outcomes and variations

The research will be carried in ZŠ Lesní in Liberec during my teaching practice. The lesson plans will be applied to English groups that I will teach (from 6th to 9th grade learners). I would like to analyze all aspect of the reading process and use the research results for the future reading programmes that could be used in different classes.

2. Hypothesis

For my research I use this hypothesis:

The use of children's literature in EFL classes that is based on the suitable choice of the text and different reading strategies and outcomes can develop different reading skills, improve the understanding of the text, and increase the motivation of the students.

3. Research Design

As said, the research took place in ZŠ Lesní, Liberec. According to the students at this school, I made criteria for my lesson plans' designs. First of all, I used a questionnaire (Appendix 1) to get more information about my students. This questionnaire contained 15 questions and they were created to find the age of the children, their interests and needs, assumed knowledge and skills in reading. This questionnaire was filled in by all students that were in the groups I taught. I also asked the other English teachers to answer the questionnaires with their groups. Finally, I got 176 questionnaires filled in by four different groups of students. These questionnaires were written in Czech language, so the students had no problems in understanding. There is also an English version of this appendix (Appendix 2) in the contents.

To be more specific, this questionnaire has 15 questions. 12 of them are close ended (one or more possible answers), and 3 of them are open ended. Open ended questions were used to find out the concrete interests in reading, students could write their favourite authors and books. I used these open ended questions to get some inspiration for my lesson plans because the taste of the teacher can be very different. A good teacher should know the students and include their favourite books into the syllabus. According to many methodologists, for example Harmer, Carell, Nuttall, Zintz, Maggart, etc., this step can help to develop reading habits and self-development. The students see that the teacher is interested in their reading and tries to know them better.

The lesson plans were created according to the questionnaires and, of course, to the available books. The texts were carefully chosen. I did not use any traditional fairy tales because my students were 11 to 15 years old and they preferred stories with a child hero, usually the genres of adventure, fantasy and sci-fi. On the other hand, I tried to use some unknown stories that should be interesting for the readers according to their preferences and show them other examples of children's literature.

I did my research with the various kinds of students. I had four groups where students were mixed together according to their abilities and knowledge. The lower classes were the level A1 and the older students were between A1 and A2 according to the

Common European Framework. They started to study English during the third grade so the students have been studying foreign language for four or more years.

These lesson plans included all stages that are important in the process of learning. I included motivation, pre-reading activities, main reading, and follow-up activities. Each lesson plan is provided by a summary, detailed reflection, possible problems and useful solutions. Moreover, I included the reflections of my mentor teacher, which were very helpful.

While creating the lesson plans, I chose various kinds of strategies and outcomes. The purpose of the lessons was to develop different reading skills and provide various lessons that are interesting.

After using all the lesson plans that I created, I made a new questionnaire (Appendix 4) to ask my students for evaluation of the process. I used the combination of close ended and open ended questions again. I asked about the process, what they liked and disliked; which activities were too difficult or easy, which tasks were interesting or boring. I also asked a question about the further reading – if they were inspired during our lessons, which texts and authors they would choose for further reading. The questionnaire was in Czech. The translated version is provided in the appendices (Appendix 5). The results of this questionnaire are summarized in the chapter Conclusion (more detailed information can be found in Appendix 6).

The evaluation was also made by my mentor teacher that provided useful comments to my lesson plans. Some of these suggestions are included in the reflections and possible outcomes that follow each lesson plan.

4. Research Results

The detailed research results are provided in Appendix 3. I present a general summary of the research in the main part of the diploma thesis.

The results were very helpful for my next steps. I did not know the students very well and this might have brought many problems in choosing the suitable reading material.

The answers from the questionnaires offered me many interesting ideas that I used during the teaching practice.

To sum up the research, this questionnaire helped me to choose the texts. I decided to use the examples of fantasy, stories about children and animals, adventure, and horror stories. The students answered that they like to read for fun and experience. That was the second factor I used when choosing the texts.

I also could see a great motivation to read in English. The big disadvantage is that the students are not informed enough about reading a book in English and they are not experienced. To improve this, I decided to include more information about reading in my lessons, for example, the option to find an English book in the library with an appropriate audio book, etc. To improve their confidence, I wanted to show them that reading in English is not so difficult and it could be fun.

The last part of the questionnaire was very inspiring for me because I got information about students' favourite books and authors. Although a great deal of students mentioned very popular writer J. K. Rowling, I also got some information about the authors I did not know.

5. Methodology Design

A good teacher has to know methodology to make the learning process successful and meaningful. In my methodology design I thought about the choice of the texts, motivation of my students, methods and strategies that are appropriate to my purpose, and about all the important stages that have to be present during the lesson. In the next chapters I present a summary of all methods and strategies that I found useful for teaching from 6th to 9th grade at the basic school.

All classes study English three times a week. The students use Project English course books 2 – 5 Plus (Hutchinson, T. 2002. Oxford: OUP.) The study groups are mixed from three different classes according to their levels. The groups are from A1 to A2 (Common European Framework).

The methodology of reading was mentioned in the theoretical part of this thesis. All the theory that was suitable for this research was applied to the practical part and summarized in the conclusion below each lesson plan.

5.1 Choice of the Texts

The choice of the text was based on the questionnaire and its results (provided in Appendix 3). I also had to consider the meaning of the text to prepare appropriate activities and outcomes. I was also inspired by the topics in the textbooks, for example, description of people, behaviour, past tenses, personal possession, etc. There is not enough time to read the whole book. I decided to choose a short passage to read during one lesson. There was a possibility to motivate the students to read the rest of the book in their free time. Each passage was short (long passages would be boring and there is not enough time in one lesson) and it was focused on different outcomes (based on the theoretical studies). The text was provided on the handouts (each student got one handout or there was one text for a pair). These handouts included, for example, the topic, short lists of vocabulary, questions, and exercises. Each student could see his task and had space to write some comments and notes, underline in the text, etc.

The choice of the texts was influenced by particular students. It is possible that the students at the different schools would mention titles and authors other than those I used.

5.2 Methods

Comprehension skill was the main area I wanted to develop and improve. I had older students, so there was no need to teach word-recognition skills (this is more appropriate for younger students). Each lesson was different, for example, I tried oral reading, to teach new vocabulary, reading for a detail or specific information, general reading, shadow reading, and I also tried to motivate the students to read in English (to develop study skills).

The lessons were created to present different outcomes, for instance, summary of the story, students tried to draw a picture according to the text, they read aloud, listened to the

audio books, they also had to fill in the exercises based on writing, answered the questions, or presented their ideas and thoughts in a discussion.

A very important factor of reading is to motivate the students to read. We should start with a positive atmosphere in the classroom, appropriate texts that are entertaining and students will read them for pleasure, not only for obligation; appropriate tasks, various activities, positive feedback, and teacher's help during the process.

Reading is one of the skills that is taught in the classroom, but it should not be isolated from the others. Foreign language should be presented in a complex way. This leads to combining different skills together. Reading is not only about reading, but also about speaking, grammar, listening and writing. That is why various outcomes are used.

5.3 Three-stage process

The reading process is based on the three-stage process, which is presented by pre-reading, reading and follow-up activities. The lesson starts with a short introduction (short summary of the story, some information about the author, etc.). The introduction is followed by pre-reading activities, for instance, brainstorming, guessing, riddles, etc. These activities should help students to understand the meaning of the next activities. It should also increase their interest and active work. Teacher should lead the students into the process and help them to enjoy the reading.

The next step is the reading. During this stage the students read the passages from the books and complete the tasks that are given to them. They worked in pairs or small groups, they have to use dictionary and guess from the context.

In the third stage there are the follow-up activities (designed into the outcomes). At the end or during the individual activities, the feedback is provided.

Each of these steps is very important. Moreover, all these stages have to be linked together so the lesson is not interrupted and the whole process is smooth. All these stages should be included to make the lesson meaningful.

6. Lesson Plans

In this chapter, all lesson plans that I used during my teaching practice are presented. All of them are divided into three parts. The first part contains the general summary of goals, aims, learning objectives, anticipated problems, and material that is needed for the lesson. The second part of each lesson plan is based on detailed concept of instructions and strategies. This part is divided into the steps that are described and summarized by the aim of the stage. All lesson plans are evaluated and reflected in the third part where there are possible activities for weaker or stronger students. More follow-up activities and variations can be found there.

Here is the list of the lesson plans:

1. Rowling, J. K. – The Tale of the Three Brothers
2. Dahl, Roald – Charlie and the Chocolate Factory
3. Dahl, Roald – Witches
4. Gaiman, Neil - Stardust

Lesson plan 1

Text: The Tale of the Three Brothers by J.K.Rowling (Appendices 7-10)

(Rowling, J. K. 2008. *The Tales of Beedle the Bard*. London: Bloomsbury.)

School: ZŠ Lesní

Grade: 7th, 8th and 9th (elementary and lower pre-intermediate students)

Goal:

The goal of this activity is to understand an authentic text, use the dictionary, retell the story, and discuss the questions. It was also used as a revision of past tenses.

Learning Objectives:

The students are able to read an authentic text, they are able to understand the context, and they can use the dictionary to find unknown vocabulary. They can also retell the story in their own words and discuss the following questions. They are able to express their ideas clearly and find the arguments to agree or disagree.

Purpose / Rationale (putting the activity in a wider context):

The students practise reading skills (develop their study skills), they try to understand the authentic text and make a short summary of it (develop their comprehension skills), they are able to use the dictionary and answer the questions that are provided in the handouts. The students work in pairs and complete the task. There are two different handouts (the text was too long, so it is divided into two parts). Students make a short summary of their parts, so in the end everyone knows the plot of the story. The students discuss the questions and have to agree or disagree with other opinions.

There is a short list of words that might be unknown for the students. There is not enough time to let them find everything in the dictionary because there are only 45 minutes

to complete all the steps. The first group of students get the beginning of the story. It would be very difficult to understand the story when they do not know the beginning. I provide a short summary about what had happened. The second text is shorter because students have to understand the summary to finish the rest of the story.

The text is written in the past tenses. Students can use this text to revise all knowledge they have about the tenses, find the examples of each tense, and practice, for example, the form of regular and irregular verbs.

Assumed knowledge / anticipated problem:

The students might have some problems with the tenses in the text (there are all kinds of past tenses). The best time when to use this lesson plan is after a lesson focused on revision of the past tenses. There might also be problems in the vocabulary. To prevent this, teacher has to monitor his class carefully and provide help. To make the task easier, there is a short list of words with translation in each handout. The students do not have to look up all unknown words and they have more time to think about the questions and prepare their arguments for the discussion.

Materials:

Handouts that provide the text (The Tale of the Three Brothers), vocabulary, and following questions.

Procedure:

Timing

Stage 1: Presentation of the topic

2 minutes

Aim: The teacher presents the topic and gives the instructions.

T: We are going to read an authentic text. The name of the story is The Tale of the Three Brothers and it is taken from a book called The Tales of Beedle the Bard. The story is quite long so it is divided into two parts. You will work in pairs and each pair will get part one or two. You have to read it carefully. You can use a dictionary or the list of words bellow the text. After your reading you have to answer the questions about the story and make a short summary.

One group of students will get the first part of the story. The others will get the ending. Because they do not know the beginning, there is a short summary for them. Firstly, they have to read this summary and then continue in reading the story. The teacher has to provide some dictionaries and during the activity he monitors the class and provides help.

Stage 2: Pre-reading

3 minutes

Aim: The teacher provides a riddle about the story, it should increase their motivation.

T: This story is included in another famous book. You might know the story. Think about it and try to answer these questions:

In which book is it possible to find this story?

Who is the author?

Do you know any other stories about three brothers?

Stage 3: Main reading

25 minutes

Aim: The teacher gives the handouts. The students read the authentic text, try to find the main idea, answer the questions and make a short summary. They practise general and detailed understanding.

T: You can start to read. If you need a dictionary, you can take it here. If you have a question, raise your hand.

Ss: start to read

The students start to read, they work in pairs. This is a silent reading. The first task is based on general understanding (a riddle about the author), the second task is to read for details. There are eleven questions in the handouts. Most of the questions ask about a detail or the specific information that is written in the text. On the other hand, some of the questions are based on general understanding – students make a conclusion. After the reading, the students write a short summary of the story. This summary will help their classmates to hear the whole story.

Stage 4: Follow-up activity/feedback

10 minutes

Aim: The students can hear the whole story, they answer the questions (detailed information) and get feedback. Either the teacher or the other students might correct the answers.

T: Stop your reading. Listen to the pairs with part number one.

Ss: listen/present their part

T: Listen to the pairs with part number two.

Ss: listen/present their part

T: Now we know the whole story. Let's answer the questions. The pairs with number one will ask the other pairs the questions about the details. The others have to pay attention and correct them. (the same with the second part)

Ss: ask/answer the questions; correct mistakes

T: This story was included in a famous book. Do you know where? Do you know who wrote this book?

The reading task is done. The teacher has to provide feedback and check the answers. There are also two groups of students – the first one knows the beginning of the story, the second one knows the end. The teacher asks a pair that has the first part of the text to read their short summary. The other pairs have to pay attention and if it is necessary, correct their classmates. After the summary, the students have to answer the questions (the questions are more detailed). The second group listens to them because they do not know these information. The same process is done with the second part of the text. The students present their summaries and

answer the questions. The other group of students pay attention because they do not know the ending of the story. The feedback is provided by the teacher and the students.

The general task for the text is done. The students might know the books about Harry Potter. This tale was included in the last book.

Slage 5: Follow-up activity/discussion

10 minutes

Aim: The students are asked the open ended questions. They have to provide their opinion. The others will agree or disagree.

Questions: Do you know any other story about three brothers?

Which brother usually wins?

Which item (a wand, a stone, or a cloak) would you choose?

Why?

What are the advantages and disadvantages of these items?

Can you escape Death?

Stage 6: Summary

Aim: The teacher summarizes the lesson and recommends the book for further reading. If the students are interested, there are four more stories in the book.

The teacher summarizes the reading process and tells more information about the book: it is taken from the book called The Tales of Beedle the Bard, in Czech Bajky Barda Beedleho. There are four more stories about wizards if the students are interested. The teacher shows the book to the students, they can skim through it. This book is available in the libraries (Czech and English version).

Reflection:

This text was chosen according to the results of the questionnaire. Most of the students answered that their favourite writer is J. K. Rowling and her saga about Harry Potter. This was not a surprise because these books are bestsellers all around the world. I decided to show the students that J. K. Rowling has not written only about Harry Potter. This book, *The Tales of Beedle the Bard*, is very interesting. Rowling wrote a book of fairy tales that are mentioned in Harry Potter. These fairy tales are about wizards and witches and they have all functions that a fairy tale should have. I decided to show the students the one they might already know and motivate them to read the whole book.

Firstly, to make the reading task more interesting for the students, the riddle about the book that includes this story and the author was provided. The questions could not be answered without knowing the whole plot of the story. The story was rather long, so it was divided into two parts. I told the students at the beginning that some of them might know this story – they took it as a competition to solve the riddle. Some of the students recognized the tale immediately. They told me the correct answer but it was still a secret for the others. This enabled the other students to find the solution on their own. They had the whole lesson to do that because the correct answer was told in the end.

The reading process brought some problems. As I said, this reading should be done after revision of the past tenses. This was the reason that I did not use the text in the sixth grade. The students had problems with vocabulary - there were a lot of words that they did not know. After the reading with the first group of students, I tried to avoid this problem for the next reading in another class by adding a short list of words that I considered difficult. I could not include everything, so the students had to use the dictionaries or try to guess from the context. This took a lot of time, but on the other hand, they could practise to use the dictionary when reading.

The biggest problem I observed was the translation. The students tried to translate all words and transform the text to Czech. This was not the task. I had to stop them and told them that they needed the general understanding of the text, not the translation (some students even translated the text on a separate sheet of paper). When they had the general knowledge, they could read the questions and find the details I asked about.

During the reflection it was possible to see that the most difficult task was to make a summary of the text. Students tried to copy the text instead of writing short sentences based on their knowledge (I used a short pattern of phrases written on the board while reading in another class). Some pairs did not finish all the questions and the summary because they lost a lot of time with the translation. It was not possible to provide more time to let them finish everything because some groups were ready to answer their questions and started to interrupt the lesson.

There were no problems when the students answered the questions. There was always at least one pair that had the correct answer. This task was very interesting because it was a kind of competition between the pairs. I asked, for example, one pair to answer the question. The others with the same text were ready to correct them when they were wrong. The feedback was provided by the other students rather than the teacher.

The summary was more difficult. Some students failed to use past tenses in their writing and they used present tenses instead. Some pairs did not have enough time to finish their summary but they could complete it when listening to the others. The students with the second part of the text were interested in it because they did not know the whole story (some of them knew the beginning, the others knew the ending).

The summary was surprising for the students. Some of the students already knew the answer but there were a lot of them who did not. I provided, with help of some students, the clues to the rest of the students.

The last part of the lesson, the discussion, was successful. I could hear a lot of interesting ideas and thoughts. The first question was about a different story of three brothers. At first the students did not know but I suggested that they had to think about traditional fairy tales and they told me a lot of examples. The second question (which brother usually wins) was easy because we provided the examples. The students were able to tell me why the youngest brother usually wins the competition, the princess, etc. That was also said in the text: he is the humblest and the wisest of the brothers.

The third question (Which item would you like to have?) forced the students to agree or disagree. Almost all boys in the class answered that they wanted a powerful wand. When I asked why they told me, for example, to win the match in football, to have powers to get everything they want, to make their computer work faster, etc. Some of the students decided for a cloak. As they said they could cheat at school and nobody knew

that. They could appear and disappear when they wanted, etc. The discussion led to a quarrell about which item was more useful for living in modern world. In this discussion nobody chose a stone.

The last question (Can you escape Death?) led to one conclusion that everyone agreed with: you can escape Death when you become a vampire and on the other side, no magic can help you to escape Death.

This lesson brought me a really nice experience in teaching. I thought that the students would be less interested in a fairy tale but they surprised me. They worked hard and passed all exercises I prepared for them. The best part of this lesson was the discussion. The students were interested and they had a lot of great ideas that made me laught. I wanted to read the whole story aloud but there was not enough time for that. But the students told me that they wanted to do something similar the next time. That was a positive feedback for me.

This lesson plan was used in the 7th, 8th and the 9th grade. I decided to use this text with older students because of their knowledge of past tenses and sentence structures. It would be very confusing to read this text with someone who knows only Past Simple. Understanding of the text is the first step to succeed in the process and it goes to other steps and follow-up activities.

Next time I would split this reading into two lesons so that the students would have enough time to read the text, discuss in pairs and find all information they need. I would also provide some key points on the board, for example, part one: dangerous river, bridge, Death in the way, three gifts. The students could use these words for their summary by putting them in sentences in the past tenses. The students would have time to read and make a summary during the first lesson. The next lesson all the questions and summaries could be checked. There would be a great deal of time for the last discussion.

Double lesson for this reading activity would provide enough time for each stage that are included in the lesson plan. The students, who would finish their tasks earlier, could help the others or they could read the other part of the story and complete the tasks for this part of reading.

The text provides many examples of the past tenses. In the rest of the time general revision of past could be done. The students could find and underline a few examples of

the past tenses they have already learnt and they could also explain why the tense is used in the text.

Possible variations: this story is included in the last book about Harry Potter in the full length. The fairy tale could be also presented as a listening task (an audio book of the last volume of Harry Potter is used). This tale is also animated in the Harry Potter and the Deadly Hallows film, part one. According to the suggested outcomes, the reading could be combined with the listening or watching the part of the film.

Lesson plan 2

Text: Roald Dahl – Charlie and the Chocolate Factory (Appendices 11-17)

(Dahl, Roald. 2007. *Charlie and the Chocolate Factory*. London: Puffin.)

School: ZŠ Lesní

Grade: 7th, 8th and 9th (elementary and lower pre-intermediate students)

Goal:

The goal of this reading task is to understand the authentic text, think about problem behaviour, discuss strong and weak points of people, and give a personal characteristic. The key point is to develop reading for details and critical thinking.

Learning Objectives:

The students are able to read and understand the authentic text. They are able to use a dictionary to find unknown words. They can understand the text not only generally, but also in details. After reading, they are able to answer the questions and think about problem behaviour and the strong/weak points. They are also able to summarize the behaviour of a person and provide his/her personal characteristics.

Purpose / Rationale (putting the activity in a wider context):

The students practise reading skills. Firstly, they practise reading for general understanding. In the handout, the questions about the text are provided. In this case the students develop reading for details. Finally, the exercise that requires critical thinking is included.

The students work in pairs (or small groups). There are seven different handouts and seven different texts. Each pair or group has to complete the one they get. Each handout is completed by some pictures that might help to understand.

The follow-up activity is based on the summaries of the characters. More than one pair or group can have the same handout. In this part, the students have to present their character (teacher can show the pictures of them to the others to make it more meaningful) and tell the others about his/her strong and weak points. Each character in this book was punished because he did something inappropriate. They have to discuss this behaviour and say who should win the factory in the end.

Assumed knowledge / anticipated problem:

The students might have some problems to understand the words that are used in the texts. To precede this, teacher has to monitor his class carefully and provide help. The students should have a dictionary in each pair or group.

An exercise to practise critical thinking is presented in the handout. This task should be explained before the task. The students should know this kind of activity (it is usually done in the lessons of the Czech language) but to precede the potential problems, it would be better to make a short summary (write an example on the board).

Some students might not be able to complete the discussion and solve the problem – Who should win the factory. It would be better to give the same handout to more groups. For example, if there is a weak group, another one should have the same handout. These two groups can cooperate during the discussion.

Materials:

7 kinds of handouts, dictionaries, a book to provide the illustrations (there are illustrations made by Quentin Blake and they are very nice and funny)

Procedure:**Timing****Stage 1:** Presentation of the topic/ guessing the book

5 minutes

Aim: The teacher presents the topic (the book and the author).

T: We are going to read an authentic text. Look at the words on the board (adventure, Charlie Bucket, chocolate, factory, golden ticket, oompa-loompas, spoilt children). All these words are included in a famous story. Can you guess the name?

Ss: guess the name of the book

T: Do you know the author? What is the story about?

Ss: say what they know

T: It is a story about a boy called Charlie Bucket. His family is very poor. Charlie loves chocolate and admires the local chocolate factory and its owner Mr. Willy Wonka. Mr. Wonka hides five golden tickets in the chocolate bars and announces the contest. The one who finds this golden ticket, he can visit the factory and see its secrets. Charlie miraculously finds a ticket, along with four other children that are very spoilt. These children have some weak points and there is something waiting for them in the factory.

Stage 2: Pre-reading, instructions

5 minutes

Aim: The students brainstorm some ideas about bad behaviour and annoying habits that people usually have. They also get the instructions for further reading.

T: Do you know any annoying habits? Give me examples of bad behaviour.

Ss: brainstorm some ideas

T: The children in the book have the similar weak points as you mentioned. But they are punished. How can you be punished?

Ss: brainstorm some ideas

T: There are seven different characters in the book, so we have seven different texts. You will work in pairs and your task is to fill in the handout. There is a short story taken from the book. First, you will read it and then you can answer the

questions. The last exercise is to practise vocabulary. You have to think about the character and find three verbs and two adjectives that are connected to the character. Finally, you have to find one word; it can be anything that characterizes the person in all aspects.

Ss: listen to the instruction/ask if they do not understand

There are seven different for each character. Each pair gets one handout to fill in. There is a short passage of what happened before they came to the factory and one of what happened in the factory (the punishment).

Each handout is divided into four parts: the text, following questions, short description of the character, and an exercise to practise critical thinking. In this exercise, the students have to think about the character. They have to find two adjectives that are suitable for this character, three verbs (what he/she can do, what he/she usually does, etc.), and one word that significant for the person in all aspects.

Stage 3: Main reading

25 minutes

Aim: The students read an authentic text and have to answer the questions (open ended and close ended). They practise critical thinking and description of people.

T: Look at your handouts, read the text and complete the exercises in pairs.

Ss: read and complete the task

Each handout is divided into three parts. The first part is the main text. The students have to read it (they can use a dictionary). The second part is based on the understanding of the text. There are the questions (the students may know the answers because they know the story but they have to find the English words in the text). These questions are combined. Some of them are general, some of them are based on a detail from the text.

The last part is based on vocabulary and critical thinking. This exercise includes the general understanding, and summary of the characters. The students have to think about two adjectives that are connected to their characters. These adjectives can be found in the text or in the dictionary. Then they have to write three verbs. These verbs can be used in

the main text or they can express what the character can do. The last line summarizes the whole exercise. The students have to find one word that is the most important for this character. They can use a noun, an adjective, a verb, etc. This word has to express the most important thing about the characters. These answers should be different because everybody has different imagination. This exercise is a summary of reading and following questions in the handouts.

Stage 4: Follow-up activity/feedback

15 minutes

Aim: The teacher and the students provide the feedback; they describe the characters and answer the questions.

T: All of you read about one character that is connected to the chocolate factory. One person will get the factory in the end of the book. Can you guess who? Listen to the descriptions that the others made and think of the future owner of the factory.

Ss: present their characters, answer the questions, and read the words they found the most suitable for that person. There could be more pairs with the same handout - they can correct the other pairs.

It does not matter which handout is checked first. The last one should be Charlie Bucket because there is a conclusion of the story.

Stage 6: Summary

Aim: The conclusion of the story is presented.

T: Who do you think will get the factory? Why?

Ss: answer (the winner is Charlie Bucket because he is not spoiled as the other children; he is a pure boy who loves the factory and admires Willy Wonka)

Reflection:

The lessons started with a short riddle. The teacher wrote some clues on the table and the students tried to guess the name of the story. Fortunately, the students knew the story (as they said they knew the film based on the story) and recognized it immediately.

It is very important to mention the plot of the story and make a short introduction so the students know what they are going to read. In my case, the students recognized the story, knew the basic plot, and they were able to retell the story to the others. The lesson started with a short speaking activity. I had to complete the plot, tell more details for our purpose.

During the main reading the students worked in pairs. Each pair could use a dictionary (in these handouts there were not the lists of vocabulary). There were four handouts about the children that were spoilt, two about people from the factory, and one about Charlie, the main character. This handout contains the conclusion and it is longer than the others. Regarding this, I chose two strong students to complete it.

The students did not need so much time to complete the handouts. I could see that they just looked for the answers in the texts. They already knew the story and the plot, so they could easily complete the tasks. Some of them asked about the questions they did not understand. I also helped some students to find the passage that they needed for the answer although the majority of them filled in the handout without help.

In the handouts there were three kinds of exercises. Firstly, the students had to answer the close ended questions based on the texts. They had to find some details in the text. Some of them knew the information, so it was easy for them to find them. The second task was to answer open ended questions. These exercises checked if the students understood the text. And finally, an exercise to practise critical thinking was included. This exercise is usually provided by more details in the lessons of the mother tongue. The students have to find a verbless clause that is significant for the character. I considered this part as something too difficult for my students and omitted it.

During the feedback, the students cooperated and answered all the questions correctly. The most interesting part was the activity based on critical thinking. No pair had the same answers for one character.

The feedback was linked to the conclusion. The question was: Who should win the factory? The students knew all the important details to solve these questions. All the characters that were important in the story were presented. It was easier because the students themselves made the final summary. It was better to let the students tell the general characteristics because they were all on the same level (they used the same language, they had similar knowledge). I saw that the students already knew the conclusion because of the film. To make it more difficult I asked them: Why does not this person deserve the factory? The students had to highlight the key points of inappropriate behaviour in the factory.

The conclusion led to the discussion. The final question was asked: Why did Charlie get the factory? The students who had the handout about Charlie knew the answers. Before they could answer, I allowed the others to think and try to answer. A lot of interesting ideas and thoughts were presented, for example, he is poor, he loves chocolate more than anyone else, he cannot buy his own chocolate, he was interested in the factory, Mr. Wonka liked him more than the others, etc. All these answers could be considered as correct ones. But the pair that had the handout about Charlie came with a different solution that everyone agreed with. Charlie was pure and he was not spoiled. Mr. Wonka trusted him to keep his factory and its tradition forever.

I used this lesson plan in three different groups of students (from the 7th grade to the 9th grade). I had to say that the students from the seventh grade were better than the others in this activity. They worked hard and finished the tasks in shorter time. The adventure stories are more suitable for younger readers. That is why they knew the story in all details and it was easier for them to answer all questions.

Next time I would include a competition of the best description at the end. It could be done as homework because there is not enough time at school. The students would read the text again and write a description so they could practise vocabulary they had learnt during the reading activities. The winner could get a bar of chocolate because chocolate was the topic in the reading.

Possible variations:

When there is more time during the lesson, the students can describe the characters in more details according to the pictures or their own imagination. If they know the film, they can compare these descriptions to the actors.

For this book, an audio book and a film is available. Teachers could combine the reading with the listening or showing a part of the film.

Lesson plan 3

Text: Roald Dahl – Witches (Appendix 18)

(Dahl, Roald. 2007. *Witches*. London: Puffin.)

School: ZŠ Lesní

Grade: 6th and 7th (elementary students)

Goal:

The goal of this reading process is to understand the authentic text and be able to describe a person, in this case a witch that is presented in a different way in this book than she is described in the fairy tales. The students will compare a traditional witch to a description they find in the material. The outcome of this activity is to make a picture according to the description in the book.

Learning Objectives:

The students are able to read and understand the authentic text. They are able to use a dictionary to look up unknown words. They can understand the text not only generally, but also in details. After reading, they are able to make a summary of the description and to draw a picture according to their knowledge based on the text.

Purpose / Rationale (putting the activity in a wider context):

The students practise reading skills, moreover, they revise basic vocabulary connected to human body. Firstly, they practise reading for general understanding (skim through the text to find the topic). Secondly, they read for a detail. In the text, there is a description of a witch. Roald Dahl provides the different characteristics than it is generally known. His description is funny and very interesting.

The task for the students is to make a summary of these characteristics and according to that, they draw a picture. The students work in small groups and all members have to make the picture together.

The follow-up activity is based on the comparison of the pictures that the students made. The students evaluate the pictures and choose the best one. The illustrations made by Quentin Blake can be provided (his pictures are in the book).

Assumed knowledge / anticipated problem:

The students might have some problems to understand the words that are used in the text. To precede this, teacher has to monitor his class carefully and provide help. The students should have a dictionary in each pair or group. Revision of the basic vocabulary about human body should be done during the previous lesson.

Materials: text, papers where the students can draw their pictures, and the illustrations by Quentin Blake

Procedure:

Timing

Stage 1: Presentation of the topic

5 minutes

Aim: The teacher presents the topic, the author, shows the book.

T: We are going to read an authentic text. The name of the book is *The Witches* by Roald Dahl. Do you know him? What do you know about the author? Do you know his books? Give me examples.

Stage 2: Pre-reading

10 minutes

Aim: The students say what they know about the witches in general and brainstorm ideas and their knowledge about these creatures. They can talk about the clothes, hair, face, animals connected to witches, special equipments, the house, behaviour, etc. The discussion of where it is possible to find witches is done. This discussion links the next step.

T: What do you imagine when I say a WITCH?

Ss: brainstorm their ideas

T: What does the witch look like?

Tell me about her clothes, hair, face, animals, equipment, house, behaviour, etc.

Where can we find the witches?

Ss: answer

T: According to Roald Dahl, the witches could live in our world, it could be, for example, our neighbours. Listen to the short part from the book: *REAL WITCHES dress in ordinary clothes and look very much like ordinary women. They live in ordinary houses and they work in ORDINARY JOBS. (...) A real witch hates children and spends all her time plotting to get rid of the children in her particular territory. Her passion is to do away with them, one by one. It is all she thinks about the whole day long. (...) A witch, you must understand, does not knock children on the head or stick knives into them or shoot at them with a pistol. People who do those things get caught by the police. A witch never gets caught. (...) A witch is the most dangerous of all living creatures on earth. (...) For all you know, a witch might be living next door to you right now. Or she might be the woman with the bright eyes who sat opposite you on the bus this morning. She might even – and this will make you jump – she might even be your lovely school-teacher who is reading these words to you at this very moment.* (Dahl 2007, 1-5)

Ss: listen and compare their knowledge and the new information

Stage 3: Main reading

20/ 25 minutes

Aim: The students read the authentic material and try to find the key points in the text. They have to make a summary and write it into the handouts to make a general description.

T: You know who can be a witch in Dahl's book. But we do not know what she looks like. You are going to read a short text taken from the book. Your task is to find a description of the witches according to Roald Dahl and make a picture. You

are going to work in pairs/small groups. The task is not to make the best picture, but to find all the details about the witches.

Ss: start to read/make a summary

The teacher presents the handout (there is only one version). The students can work in pairs or small groups; it is also possible to mix the groups (strong and weak students together). A passage of the description of the witches is used in the text. The students have to read the text and summarize the key points. The task is to discover a witch that is presented in Dahl's book. The students have to find how some parts of the witches are described, for example, feet, head, hands, eyes, etc., and make a summary.

Stage 4: Follow-up activity

10 – 15 minutes

Aim: The students have to use their knowledge of the text and make a picture. The teacher provides the illustrations by Quentin Blake.

T: Read your summaries and make a picture of a witch.

Ss: make a picture

T: This is a picture in the book (T shows some examples). You can compare them to your pictures. Is it similar? Did you include everything?

The first outcome of this reading process is written language (the previous step). The second outcome is not verbal. The students have to draw a picture according to their summaries. Their task is to draw all aspects of the witches that were presented in the text.

The teacher presents the illustrations made by Quentin Blake. The students might compare their pictures to the original one.

Stage 5: Summary of the lesson

Aim: The teacher summarizes the lesson, provides feedback.

T: Look at all the pictures that the other groups made. Do you like any of them?

Could we use any picture as an illustration for the book?

Which pictures are the best?

Ss: discuss the pictures

Reflection:

The lesson was very successful because the students liked the topic. Witches and wizards are very popular to the children. Some of them already knew the book, so it was easier for them. They also motivated their classmates because they said that they liked the story.

The lesson was based on the different characteristics of witches. I considered Dahl's characteristic as something unknown, funny and not traditional.

The first step was to present the topic and the author in case the students would like the text and want to read more. The pre-reading stage was based on brainstorming. The students had to think about everything they knew about witches in general. They knew a lot of things but sometimes they could not express them in English. The influence of the teacher was indispensable in this activity. They mentioned that a witch can be found in fairy tales and other stories. They suggested Harry Potter and the other characters in this book that are considered as the modern witches and wizards. They are so different from the witches in the fairy tales. This was very useful because I wanted to mention a different type of witches in this stage.

To present the "real witches" according to Roald Dahl, I read a short passage from the book. After the reading, I made a short summary on the board (general characteristics of what was said). I explained that the task for that lesson is to find more information about these women. The text described their look. The task was to make a list of signs according to which we could recognize a witch from ordinary women.

The students worked in pairs during this task. They had to find the signs and summarized them. There were no problems to discover the characteristics because they were marked by the numbers in the text. Vocabulary caused the biggest problem. The students were confused by so many unknown words and they spent a lot of time looking up the words in the dictionary. Using the dictionaries was time consuming so I provided help by translating the phrases to the pairs who had the problems to understand. Not all the students had enough time to read all the signs during the lesson. I had to stop the reading because it took so much time and some pairs were already finished. It was time to provide the feedback so everyone got the correct answers (even the students who did not have time to finish the reading). The students had to find the information about witches' face, hands,

feet, spits, eyes, etc. They had to describe these parts by using their own sentences, not just read the parts of the text. Although it is true that some pairs were not able to transform their knowledge into the simple language they knew. On the other hand, this activity was successful, the students discovered all the signs I asked about.

The first outcome was a written summary that caused some problems that are mentioned in the previous paragraph. The second outcome was easier because the students drew a picture according to the description they already knew. I could see that the feedback of the previous activity was very important because some students were not able to understand all the details about the witches. When they heard the summary, they could continue. For example, one pair which had the biggest problems with the reading exercise made better picture of the witch than the others. This encouraged them during the next reading lesson. I also provided the summary on the board to make the task easier. The students could read it while drawing the pictures.

The students had not enough time to finish their pictures because they really cared about this outcome and used all the colours they had at school that day. They asked me if they could finish it later and present it during the next lesson. I agreed and the next lesson I could see a lot of pretty pictures. We continued and feedback was provided. I showed them the pictures in the book that were made by Quentin Blake (I also brought the Czech version of the book; there were very nice pictures by Adolf Born). The students could compare their pictures to the original ones. After that we made an auction and chose the best pictures. The criteria were simple, there had to be all the signs that were included in the reading task and the aesthetic function of the final picture was evaluated. I have to say it was not easy. At last we chose three pictures that won. The pictures were used in the classroom as a decoration.

I considered this lesson plan as the best of all. The younger students have great imagination and they like to talk about fantastic creatures. The outcome was very successful, younger students like to draw and present their ideas on the paper. This lesson was not just reading, but also creative work. Finally, the students used the pictures in the classroom and were proud of their abilities. Even the weaker students enjoyed the activity and were encouraged for further studying in English. I borrowed the best pictures and copied them. They are presented in the appendices (Appendix 22-24).

Although the lesson was successful, next time I would make some changes. The first problem was the time. The lesson should be divided into two lessons so the students would have enough time to finish their pictures. The lesson was based on a pair work, so the students had to finish their pictures together. This caused another problem – the students were finishing the pictures during the other subjects at school.

If the lesson is double, the second part could be based on evaluation and more reading from the book. There could be also used some ideas that are mentioned in the part *possible variations*.

Next time I would also prepare some extra work for stronger students who do not need so much time to finish the task as the others. The task could be, for example, the comparison of the traditional witch and the witch from the reading exercise. On the other hand, this task could be done only in the groups where comparatives and superlatives had been presented.

Possible variations:

The students could read more from this book during the next lesson because the plot of this story is very interesting. It is about a boy and his grandmother who try to fight the witches. Unfortunately, the boy is transformed to a mouse. There could be a discussion of advantages and disadvantages to be an animal. The mouse does not have to go to school and write tests and homework. It does not have to work. It can eat and sleep when it wants, etc. On the other hand, the life of an animal is shorter. The mouse would die soon although it is a young boy who was transformed. This question is discussed in the end of the story.

The students can also think about how to fight the witches. They can write a paragraph about it or make an illustration. Their thoughts can be compared to the story. The boy (as a mouse) stole their own “medicine” and transformed them into animals.

Lesson plan 4

Text: Neil Gaiman - Stardust (Appendices 19-21)

(Gaiman, Neil. 1999. *Stardust*. New York: Harper Collins.)

School: ZŠ Lesní

Grade: 8th and 9th (elementary and lower pre-intermediate)

Goal:

The goal of this reading activity is to understand the authentic material and moreover, to understand the behaviour of the characters that are important in the book. Students practise reading for general understanding, furthermore, they have to find some detailed information that will be used later. The outcome is the speaking activity. The students have to use all the arguments they have and persuade the others.

Learning objectives:

The students are able to read the authentic text, they are able to understand the context (in general and in details), and they can use the dictionary to find unknown vocabulary. They can make the arguments according to their reading. They are able to express their ideas clearly and find the arguments to persuade the others. They practise imagination (they have to become the characters of the book). Students are able to combine reading and speaking. They can pretend that they are people who are described in the book.

Purpose / Rationale (putting the activity in a wider context):

The students practise reading skills (develop their study skills), they try to understand the authentic text and make a short summary of it (develop their comprehension skills); they are able to use the dictionary and answer the questions that are provided in the

handouts. The students work in groups and complete the task. There are three different texts (the abstracts are based on different types of characters who want to get the fallen star for themselves because of the different reasons). This reading activity is not based on the plot of the story but the characteristics of various characters that are important in the story. Students make a short summary of their parts and prepare the arguments. The task is to persuade the teacher that they deserve to get the star. The outcome is the speaking activity but all the arguments they have to use are included in the texts. First task is to understand and the second one is to use the knowledge in the speaking activity. The students discuss the questions and have to agree or disagree with the other opinions. They have to persuade the others.

Assumed knowledge / anticipated problem:

There has to be a clear introduction. The reading is not about the story or what happened. This reading is about the characteristics and needs of the main characters. Teacher has to introduce the topic and explain the task. It is not only about reading, but also about playing the roles, pretending and enjoying the activity. It might be confusing because it is different than the other exercises. Students have to get the clear and detailed instructions.

The students might have some problems to understand the words that are used in the texts. To precede this, teacher has to monitor his class carefully and provide help. The students should have a dictionary in each group.

Materials:

Handouts that provide the texts (Tristan Thorne, The Sons of Stormhold, The Lilim).

Procedure:

Timing

Stage 1: Presentation of the topic and instructions, pre-reading

10 minutes

Aim: The teacher presents the topic, explains the title, puts the reading activity into the context, and divides students in groups for further reading activities.

T: We are going to read an authentic text that is taken from the book *Stardust* by Neil Gaiman. Let's start with a short brainstorming activity. What do you imagine when I say the word "star"?

Ss: brainstorm their ideas

T: In the book the star is seen from a different perspective. There are no stars as you described in the magic world called Faerie. Faerie is behind the Wall (somewhere in the United Kingdom). The stars are the living creatures there. This is also the basic plot in the story: there is a fallen star and three people want to get it. Each of them has a reason but only one can win. It is also important to mention that the story is set in the magic world, so the star is not a thing, but it is a beautiful girl.

Ss: listen

Stage 2: Main reading

20 minutes

Aim: The students are divided into three groups. They read an authentic text and have to think about the arguments they will use later. They practise critical thinking, imagination and description of people. Moreover, they have to cooperate in the group, discuss the problem with the others.

T: Each group has to choose what is the most important thing from these written on the board. (T writes 3 words on the board: power, love and long life)

Ss: choose one word; each word represents one group for reading

T: As I said, there are three people who want to get the star. You will be divided into three groups, each group represents one main character. Your task is to read the text, find the reason why this person wants to get the star and write the arguments. What is more, you should become the character and pretend to be this person, you should act like him or her.

(T divides the students into three groups, he can ask each group which word is the most important to them - they could choose *love*, *power*, or *long life* - according to their choice, teacher gives them the character that is connected to these words:

Tristran is a symbol of love, son of Stormhold wants power and Lilim is a symbol of long life; each student in the group should get his own text, they have to sit together)

Ss: listen to the instructions/change their seats if it is necessary

T: You can start to read. After the reading, discuss the arguments in the groups, make one list.

Ss: start to read

The teacher makes three groups.

The first group has to read the text about Tristran Thorne. Tristran is a young man and he is in love with Victoria who is the most beautiful girl in the village Wall. She is also very proud. To prove his love, he promised to bring her a fallen star.

The second character is Lord Septimus. To become a Lord of Stormhold, he has to find a necklace of his father (the Power of Stormhold). Unfortunately, this necklace is the reason why the star fell down.

The third character is a queen-witch (called Lilim). She wants to get the star and eat the heart to be beautiful again. A person who eats this heart can live forever.

The students have to read their abstracts and say why this character should get the star. The clues are in the texts. To help the students, we can write a short outline of words that can be used for the arguments, for example, love, power, magic, etc. Stronger students can be creative and make more arguments. They can use their ideas and use something that is not in the reading material.

Stage 3: Follow-up activity (discussion, arguments)

10 minutes

Aim: The students present their ideas and arguments. This is the outcome of reading activity.

T: We have three groups who want to get the star. But the star is only one. Let's listen to the first group. Who is your character? Introduce this person. What are your arguments?

Do you have any questions for this group?

Ss: present their ideas/listen/ask more questions

(all the characters are introduced)

Students read the text and made the arguments. At this moment they have to present their ideas and persuade the others that their character is the one who should get the star. Each group presents their arguments. To make it more difficult, the teacher and the students can ask more questions or to agree and disagree with the group that presents their arguments.

Stage 4: Summary

5 minutes

Aim: The teacher summarizes the lesson, provides feedback.

T: We heard three presentations. Now we have to decide who the winner is. My decision is made according to the clear arguments, understanding of the text and language accuracy.

Ss: listen to the feedback

At the end of the lesson, the teacher decides who is the winner and will get the star. He has to explain his decision (based on the concrete situation in the classroom). This will be the summary and also a feedback of the reading activity.

Reflection:

The lesson was based on imagination, children's fantasy and critical thinking. The purpose of this reading was not only to understand the text in the general way and to find the details, but also to become a character of the story and to act like him or her.

The first stage was to present the topic and summarized the plot. The students brainstormed their ideas connected to stars in the general way. They said, for example, night, moon, light, planet, shining, the names of the stars they knew, etc. The reason of this exercise was to link the real world to the magic world in the book.

The plot summary increased attention because the idea of the fallen girl was interesting for the students. On the other side, some students knew the story (most of them saw a film as they said). It was explained that they would work in three groups. The first group would represent Tristran Thorn, the second one would be the Lilim (the witches), and the last one would be the sons of Stormhold (a kingdom in magic world).

The groups were made and the strong students were separated so they could help the others because the text was not so easy to read. When I made the groups I asked each of them which is the most important word: love, power, long life. Two groups chose power, so they had to flip a coin. In this moment the students had their characters and they could start to read. Each group got the texts. There were the abstracts from the book that were connected to three people that are mentioned before. Each character was described so the students got more information about him or her. They had to find the reason why this particular person wanted to get the star.

The main reading brought some problems. As usual there were the problems in understanding and vocabulary. But on the other hand, there were always four or five students in one group that could cooperate. To make the reading process easier, I told them to choose different functions in the groups and made an example -one can look up the words in the dictionary, one can write the notes and the others can work with the text. It was very important to give clear instructions before this activity. The students had to know exactly what to do. Some students took my advice and shared the different functions in the group, on the contrary, some groups were not able to cooperate and they were very disorganized. The problem during this activity is that each group is important for the feedback. I had to help a lot because if one group had not finished the task, the feedback

would have been meaningless. The teacher has to monitor the class, provide help, and answer the questions. To avoid this situation, group activities and cooperation should be practised more often during the lessons. According to my observations some students are not used to work in groups. And the only way how to improve the ability is to use this arrangement more often.

The first task, which was connected to the reading, was to make a short description of each character so each group knew who was their “enemy.” This part was not so difficult, the students used the details from the text I gave them. Some of them, who saw the film, were inspired by the actors and made a short personal characteristics. This was very helpful because they included more details and whole activity was more interesting.

The second task was to persuade the others that they deserved the star. Because of this I decided to use the reading with older students. Young learners are not able to make their own arguments and it would be really difficult. The students found the basic arguments in their texts – Tristran has to bring the star to Victoria to prove his love, Lilim has to eat her heart to live forever, the son of Stormhold needs the necklace to become a king. The task was to develop these arguments, be more specific. The text does not provide many details. It is the task for a reader. He can decide whether the character is good or bad. The students could also make their own arguments. This exercise was about pretending so they could also tell lies.

This exercise seemed to be very difficult. The students had to use their imagination and made other sentences connected to the topic. I had to help them, give them the example about a similar person who needs the star and made a short outline of the arguments on the board. The students got some ideas and they were inspired by this example. The example I used: you have no money and you are in trouble because you did not pay the taxes (or something else). You know that there is a star somewhere. You want to find it and sell it to get some money. Your arguments are – “I have no money, I would die because I have nothing to eat. I have a big family and five small children I have to take care of. I live in a house but the roof is broken. I need to sell this star to survive. I do it because of my family, not me.” On the other hand, the character was a liar. He has no family and he wants to sell the star because he lost all his money while playing cards. (The example can be different, the reason is to show some ideas that might be helpful, inspired the students).

The next step was presentation of the arguments. Firstly, the students presented a short description of their characters. Most of them used the knowledge of the film and they made really good descriptions. Secondly, they had to say their arguments. Although this exercise took a lot of time, the result was great. I was very surprised how the students could pretend and make clear arguments, for example, the group of Tristran said: "I cannot go home without the star. I want to marry Victoria, there is no other girl for me. It will break my heart and I will kill myself. The star is very important to me. I can live happily ever after with my Victoria, I do not need to live forever." The group of Lilim said: "It will be just a second. I will kill you and it will not hurt. I need your heart. Look at me, I look terrible. I have to be pretty again. You have nothing to do here in our world and you cannot go back, so you can die." The arguments of son of Stormhold surprised me: "My father is dead, my brothers are dead and I am the only king here. I cannot be a king without the necklace you have. Give it to me and I will not kill you." The solution like this was unexpected. The other sides agreed, so we had to decide only between Tristran and Lilim.

Although the final product of the reading exercise was great, the process was not without the problems. This exercise was based on arguments, agreeing and disagreeing. Some students were not able to express this function of the language. It took some time to put the basic phrases on the board when I used this lesson plan in the first group. Next time I wrote the phrases when the students were reading and I presented the phrases as an introduction to the speaking activity. By doing this I saved some time and the students were more confident in speaking.

The great thing about this part was that the other groups intervened the arguments, for example, one group mentioned that Tristran was selfish. They asked the group whether Victoria loved him too. In the other case it would be useless to take her the star. Other argument was that Lilim is evil, she used dark magic and she did not deserve to live forever. The discussion completed the whole reading process. I was surprised that the students were able to communicate like that. Of course, they made mistakes in grammar but nobody is perfect when learning a foreign language.

The solution was easy to make, we decided together that nobody deserved to get the star although every group made the interesting points in the discussion. In the rest of the time we talked about the ending in the book (or some students used their knowledge of the film). The lesson was very nice because the students were not afraid to speak and they tried

to express their ideas. They used their imagination and completed the task better than I expected.

Next time I would prepare one lesson that would be based on revision of agreeing, disagreeing and expressing ideas. The students could practise these functions and next time, during the reading activities, they would be more confident and the outcome would be better.

Moreover, it is very important to know the students and how they can work with the text. This was a big disadvantage for me because I spent only four weeks at the school and I did not have enough time to get to know the students. My mentor teacher had to help me with the organization of the groups.

Possible variations:

It is possible not to say that the star is a girl at the beginning. The students would think that it is a piece of stone and their arguments would be different. After presenting the arguments, the students can guess the plot of the story, they would be curious what happens and who gets the star. At this stage the teacher can say that everything is not so simple and that the star is a human being. He can present the plot and the students can guess the ending of the story (to practise critical thinking).

It is also possible to work with the film that is based on the book and change the activities during the lesson. The students can read one part from the book and then watch the film.

7. Conclusion

Although there is a summary after each lesson plan, the final and general conclusion is presented in this part. It is based on the first questionnaire (Appendix 3), which provided me the basic information about reading at the beginning of my teaching practice, the second questionnaire (Appendix 6), which was the feedback from the students, and my experience that I observed during the lessons.

At the beginning of the research, there were five aims I wanted to include. The first task was to investigate if the students read children's literature, followed by the investigation which books/authors they like to read. The next aim was to create and try four lesson plans that were based on the research and to use different outcomes and strategies to develop different reading skills and to analyze advantages and disadvantages of the reading children's literature. The final step was to summarize the process and potential problems that occurred, make a conclusion of the process and present some suggestions of suitable outcomes.

The first questionnaire showed me the details about reading habits at the basic school. The students were asked 15 questions. The results of the situation are following: the majority of students answered that they read at home, generally for fun and they like to experience adventure. Although a lot of students read for obligation and have no pleasure while reading. Another big group considers reading as wasting of time and prefers to watch films rather than to read a book. Another problem is that a large group of students do not have enough time to read at home because of their hobbies and learning obligations.

Another part of the questionnaire showed that a lot of students have motivation to read in English, another large group were not decided but they might change their statement if they could see an example of such a lesson in the class. A smaller group did not want to try, and a few students have already tried to read a book in English. The main problem was that the students were not informed enough about the possibilities of reading English books or where to get them. This information was included during our lessons.

Most of the students were worried about understanding of the text because they did not have enough experience or they had bad experience (the text was too difficult or inappropriate). Using more reading tasks would give them more confidence while reading.

To summarize the genres, the students prefer adventure, sci-fi and fantasy stories about children and animals, and finally horror stories. Some names were also mentioned, for example, Stephanie Meyer, J. K. Rowling, Roald Dahl, Neil Gaiman, P. C. and Kristin Cast. The students presented their favourite books: Twillight saga, Harry Potter, Matilda, and Coraline.

After reading the results of the questionnaires, four lesson plans were created and presented during my teaching practise. At the end of the teaching practice the students were asked to complete another questionnaire to express their opinion about the process in the classroom.

The results were summarized and the conclusion of this research is that the majority of students liked the reading process. The majority of them could see three lessons that were based on working with the texts of children's literature. Out of the total number, 16 students (25,4%) liked at least one lesson where the reading authentic text was included, 15 students (23,8%) liked two of them, 32 students (50,79%) liked three lessons that were used, and no one used the last option (I liked none of them). The results show that the reading lesson plans were successful. Most of the students were interested in all lessons that were presented.

What is more, 29 students (46,03%) would like to read the authentic texts regularly, 25 students (39,68%) were not decided, and only 9 students (14,29%) answered no. According to this, most of the children would like to continue and read more authentic texts, some of them were not decided about that, and only nine students would not continue in reading the authentic material. According to my observation, the students were glad that they did not have to fill in the exercises in the textbooks. Reading of the authentic texts was more interesting. They did not see it as something boring, they considered it as fun and something different than they were used to.

The next part of the questionnaire is based on motivation for further reading, which is one of the main aims of the diploma thesis. Out of the total number, 43 students (68,25%) were interested in further reading, 11 students (17,46%) were not, and 9 students (14,29%) were not decided. The most important thing is that the majority of students were motivated and they were thinking about reading the whole book. The students liked the most the short stories called The Tales of Beedle the Bard by J. K. Rowling and the adventure story with a child hero called Witches by Roald Dahl.

The students could express their opinion on the activities presented in the reading process. They could choose more answers. Although not all activities were presented in all classes, for example, drawing a picture was used only in the 6th and the 7th grade. Older students had no opportunity to try this activity. I could see that the most popular activities were riddles and drawing a picture. Riddles were used very often (more than one lesson plan), although drawing a picture was used in two classes and almost all students marked this activity as successful.

Younger students (the sixth and seventh grade) preferred the outcomes that did not contain so much speaking. Their knowledge of the language was not as good as the knowledge of older students. On the other hand, there are many activities that can be used to motivate and they are suitable for lower level classes. A lot of students liked guessing and riddles. These activities were easy to make. The children's literature is full of riddles. Moreover, the plot of the stories provides a lot of changes so the students can be asked: What do you think that will happen? The children's literature works with imagination and sometimes there is no logic in it. These situations might be surprising and very difficult to guess. These examples are the best to make a guessing game.

Discussions, to fill in the handouts, and to tell the story were also mentioned by some students as the good activities. The problem was that the discussions could be done with older students. These students already knew how to express their ideas, agree or disagree with the others. These activities would have been meaningless with the younger students. Their abilities were not good enough to express their feelings in the second language. They would have felt confused and the reading process would not have been successful.

On the other hand, summarizing and discussions brought some problems. It is very important to practice the particular area of the language that will be used as an outcome of the reading activity. The students are not able to remember and use immediately the phrases that they had learnt before. They have to practice first. After that they are more confident and they are able to communicate without any problems.

Organization and seating in the learning process are also very important. The majority of students liked group work and pair work. A few students marked collective work and only two students liked individual work during these activities. It shows that the students like to cooperate and discuss with the other classmates. They have the same

knowledge and similar level of English. According to my observation it is very important if there is a good and friendly atmosphere in the classroom. The students feel comfortable and they cooperate.

The aim of this research was to increase the motivation to read the texts in English and to show the students that it does not have to be difficult to understand. Out of the total number of respondents, majority of students (74,6%) do not consider reading in English difficult after some practise during the lessons. This was one of the key points – to show the students that they are able to read in English. On the other side, 15 students (23,81%) still consider reading in English as something difficult. Only one student (1,59%) was not sure. A lot of students consider the reading tasks useful for their English and some of them were motivated to read the rest of the book at home. Moreover, they wanted to do the similar tasks more often in the classroom. In the first questionnaire, the majority of students saw reading in English too difficult. In the second one, after the activities and some examples of the texts were presented, 75% of students were not afraid of reading the authentic texts anymore.

Another important step in the learning process is to teach something new. Out of the total number, 56 students have (88,89%) learnt something new, 2 students (3,17%) think that they have not, and 5 students (7,94%) were not decided. It is very important to see that the majority of students feel the reading activities as something that can be helpful for the language.

The next aim of the research was to show the students where to find English literature and appropriate audio books. I included this information very often so the students were informed about all possibilities. This point was successful because all students marked the option “yes, I know” in the second questionnaire.

During my research I wanted to show English in a different perspective. Generally speaking, the biggest problem is that there is not enough time to do these activities at schools. Teachers are usually happy when they have enough time to correct all tests and other obligations they have to do when they do not teach. I saw that the students liked these changes and enjoyed the lessons as something different, useful, and funny in some cases. My mentor teacher liked it too. She said she would integrate the task like this into her lessons. The problem is that she had no time to create such activities. There should be a book that contains some examples of reading activities or lesson plans based on children's

literature. Teachers could copy the materials from it and interact them into their lessons. I could see that the students like changes. On the other hand, teachers have not enough time to make their own lesson plans. If there were a book with the photocopiable materials in it, teachers would use it, develop the reading skills and make the reading process more interesting for their students.

The first part of this thesis includes the summary based on the theory. In the second part, the theory is transformed to the lesson plans and the aim is to show its validity. To sum up, the theoretical knowledge was used while creating the lesson plans. There were four lessons based on reading and according to the second questionnaire (summarized in Appendix 6) the process was successful. We do not have to forget the problems that occurred in the reading process.

The basic and the most frequent problems were caused by understanding. The teachers have to provide the texts that are suitable for the specific group of students. We have to monitor the class very carefully and provide help. We can also print a short list of words that could be problematical while reading. I found very useful to use the text that the students have already read in Czech. It was easier for them to understand because they knew the basic plot of the story.

Another important thing that will increase the attention is an interesting introduction. During my teaching riddles were very popular. The students also liked group/pair work. Organization of the class was very difficult for me because I did not know the students very well. To make good groups is a very important step to succeed. According to my observation there have to be friendly atmosphere in each group, otherwise the students do not cooperate. There should be stronger and weaker students together in one group. Stronger students are the engine of the group and weaker students can learn from the others. I saw that it is very important to use the activities where everyone can be successful.

The conclusion of this research is that children's literature can be a very useful tool in EFL classes. The material has to be well chosen and used according to the theoretical studies. In this case, children's literature can develop reading skills; moreover, it can motivate the students, help to self-development and create the reading habits.

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Appendix 1

DOTAZNÍK PRO ŽÁKY 6. - 9. ROČNÍKU

Milí studenti,

ráda bych Vás požádala o vyplnění následujícího dotazníku, který mi pomůže zjistit, jaké knihy a autoři jsou oblíbení u žáků základních škol, jaký názor na čtení literatury máte a jaký k ní zaujímáte vztah. Všechny informace budou sloužit pouze k mému výzkumu, dotazník je anonymní.

U otázek s výběrem odpovědí, prosím, zakroužkujte pouze jednu. Dotazník obsahuje i otevřené otázky, u kterých uvítám Váš názor.

Velmi Vám děkuji za vyplnění dotazníku ☺

Petra Stolinová

1. Do které třídy chodíš?

- a) 6 b) 7 c) 8 d) 9

2. Jsi:

- a) dívka b) chlapec

3. Čteš doma ve volném čase nějaké knížky?

- a) ano b) ne



4. Jak často čteš?

- a) každý den
b) několikrát do týdne
c) jednou týdně
d) několikrát do měsíce
e) nikdy
f) nevím

5. Jaký je Tvůj názor na čtení knih? (můžeš zakroužkovat více odpovědí)

- | | |
|---------------------------------------|---|
| a) je to zábava | f) prožívám s hrdiny jejich dobrodružství |
| b) jen z povinnosti | |
| c) nebaví mě to | g) nevím |
| d) ztráta času, raději si pustím film | |
| e) nemám na čtení čas | |

6. Zkusil/a bys někdy číst knížku v angličtině?

- a) ano b) ne c) nevím d) už jsem to zkoušel/a

7. Máš možnost se k anglickým knihám dostat?

- a) ano b) ne c) nevím

8. Zkusil/a by sis poslechnout knihu, která je převyprávěná anglickým mluvčím?

- a) ano b) ne c) nevím

9. Bavilo by tě číst příběhy v angličtině ve škole v rámci výuky?

- a) ano b) ne c) nevím

10. Co ti připadá na čtení anglických knížek těžké?

- a) neznám slovíčka
b) nerozuměl/a bych
c) neumím pracovat se slovníkem
d) nevím, nikdy jsem to nezkoušel/a

11. Zkoušeli jste někdy ve třídě číst anglickou knížku?

- a) ano b) ne c) nepamatuji se

12. Jaké žánry máš rád/a?

- | | |
|---------------------------------------|------------------------|
| a) pohádky | f) příběhy o lásce |
| b) dobrodružná literatura | g) příběhy o zvířatech |
| c) příběhy s dětským hrdinou/hrdinkou | h) básničky |
| d) sci-fi | i) hororové příběhy |
| e) fantasy | j) historické příběhy |

13. Jaký je Tvůj oblíbený autor/autoři? (napiš jméno/jména)

.....

14. Máš nějakou oblíbenou knihu/knihy? (napiš název/názvy)

.....

15. Je nějaká kniha, kterou by sis rád/a přečetl/a, ale není k dostání? (napiš název)

.....

Appendix 2

Questionnaire

Dear students,

I would like to ask you to fill in this questionnaire which will help me to find more information about your reading, for example, which authors and books you like, what is your opinion on reading books, etc. The questionnaires are anonymous and all information will be used for my research only.

In this questionnaire, there are close ended questions where you have to mark only one answer. There are also open ended questions where I will appreciate your opinion.

Thank you for your time ☺

Petra Stolinová

Question 1: What class do you attend?

- a) 6th b) 7th c) 8th d) 9th

Question 2: Are you a girl or a boy?

- a) girl b) boy

Question 3: Do you usually read books in your free time?

- a) yes b) no

Question 4: How often do you read?

- a) every day
- b) several times a week
- c) once a week
- d) several times a month
- e) never
- f) I do not know



Question 5: What is your opinion on reading books? (more than one answer is possible)

- a) It is fun.
- b) for obligation
- c) I do not like it
- d) It is a waste of time, I'd rather see a movie.

- e) I do not have time to read.
- f) I can experience adventure with the heroes.
- g) I do not know.

Question 6: Would you try to read a book in English?

- a) yes b) no c) I do not know d) I already did

Question 7: Do you have an opportunity to get a book in English?

- a) yes b) no c) I do not know

Question 8: Would you try to listen to an audio book?

- a) yes b) no c) I do not know

Question 9: Would you like to read books in English during your English lessons?

- a) yes b) no c) I do not know

Question 10: What do you find difficult on reading books in English?

- a) I do not know vocabulary
- b) I would not understand
- c) I cannot use dictionary
- d) I do not know, I have never tried this

Question 11: Have you ever tried to read a book in English at school?

- a) yes b) no c) I do not remember

Question 12: Which genres do you like?

- a) fairy tales
- b) adventure literature
- c) stories about children
- d) sci-fi
- e) fantasy
- f) love stories
- g) stories about animals
- h) poetry
- i) horror stories
- j) historical stories

Question 13: Who is your favourite author?

.....

Question 14: Do you have a favourite book?

.....

Question 15: Is there a book that you would like to read but it is not available?

.....

Appendix 3

For the research data Microsoft Word was used. The data are summarized in the tables with relative frequency. These information were used to choose the best texts for reading activities and to get to know the students and their reading habits. There were 183 respondents from the sixth to ninth grade that were asked to fill in the questionnaire. The rate of the return was 176 filled questionnaires (96%). The students were asked (with the help of the other English teachers) to fill in the questionnaires in their English lessons. For the final analysis, 176 questionnaires were used.

Question 1: What class do you attend?

1	CHILDREN	RELATIVE FREQUENCY
6 th grade	51	29,55%
7 th grade	71	40,34%
8 th grade	28	15,9%
9 th grade	26	14,77%
TOTAL	176	100%

Out of the total number of 176 respondents, 51 respondents (29,55%) attend the 6th grade, 71 students (40, 34%) attend the 7th grade, 28 students (15,9%) attend the 8th grade, and 26 students (14,77%) attend the 9th grade.

Question 2: Are you a girl or a boy?

2	CHILDREN	RELATIVE FREQUENCY
Girl	97	55,11%
Boy	79	44,89%
TOTAL	176	100%

Out Of the total number of 176 respondents, 97 respondents (55, 11%) are girls, and 79 respondents (44,89%) are boys.

Question 3: Do you usually read books in your free time?

3	CHILDREN	RELATIVE FREQUENCY
Yes	153	86,93%
No	23	13,07%
TOTAL	176	100%

Out of the total number of 176 respondents, 153 students (86,93%) usually read at home, and 23 students (13,07%) do not read at home. This statement shows that most of the children read at home. According to the modern technologies, it is very surprising.

Question 4: How often do you read?

4	CHILDREN	RELATIVE FREQUENCY
Every day	47	26,70%
Several times a week	51	28,98%
Once a week	14	7,95%
Several times a month	29	16,48%
Never	10	5,68%
I do not know	25	14,20%
TOTAL	176	100%

Out of the total number, 47 students (26,7%) read at home every day, 51 students (28,98%) read several times a week, 14 students (7,95%) read once a week, 29 students (16,48%) read several times a month, 10 students (5,68%) say that they never read, and finally, 25 students (14,2%) do not know how often they read. This chart shows that the students read a lot, unfortunately, some of them do not read at all.

Question 5: What is your opinion on reading books?

5	CHILDREN	RELATIVE FREQUENCY
It is fun	47	26,7%
For obligation	29	16,48%
I do not like it	15	8,52%
Waste of time, I prefer films	28	15,9%
I do not have time to read	21	11,93%
Experience adventure	33	18,75%
I do not know	3	1,7%
TOTAL	176	100%

Out of the total number, 47 students (26,7%) think that reading is fun, 29 students (16,48%) read for obligation, 15 students (8,52%) do not like reading books, 28 students (15,9%) think that reading is a waste of time and they prefer the films, 21 students (11,93%) do not have time to read, 33 students (18,75%) experience adventure with the main heroes, and 3 students (1,7%) do not have an opinion on reading. This chart shows that most of the students read for fun and they like to experience adventure. These should be very important factors when choosing a text. A lot of students read for obligation and have no pleasure when reading. Another big group considers reading as wasting of time and prefers to watch films rather than to read a book. Another problem is that a large group of students do not have enough time to read at home because of their hobbies and learning obligations.

Question 6: Would you try to read a book in English?

6	CHILDREN	RELATIVE FREQUENCY
Yes	62	35,23%
No	45	25,57%
I do not know	54	30,68%
I already did	15	8,52%
TOTAL	176	100%

Out of the total number, 62 students (35,23%) would try to read a book in English, 45 students (25,57%) would not. 54 students (30,68%) are not decided, and 15 students (8,52%) read a book in English in the past. This chart shows that a lot of students have motivation to read in English, another large group is not decided or does not want to try, and a few students already tried to read a book in English.

Question 7: Do you have an opportunity to get a book in English?

7	CHILDREN	RELATIVE FREQUENCY
Yes	54	30,68%
No	49	27,84%
I do not know	73	41,48%
TOTAL	176	100%

Out of the total number, 54 students (30,68%) have and know their opportunities to get a book in English, 49 students (27,84%) have not an opportunity to get these books, and 73 students (41,48%) do not know. These numbers show that some students are well informed about their options in reading. On the other hand, a lot of students have no idea where to get a book in English. Conclusion of this question would be to provide more information to the students about the books in English and where it is possible to get them.

Question 8: Would you try to listen to an audio book?

8	CHILDREN	RELATIVE FREQUENCY
Yes	89	50,57%
No	22	12,5%
I do not know what it is	65	36,93%
TOTAL	176	100%

Out of the total number, 89 students (50,57%) would try to listen to an audio book, 22 students (12,5%) would not, and 65 students (36,93%) do not know what an audio book is. The last statement shows that some of the students are not informed about possible choices of learning. Audio books are very helpful (while shadow reading) in the learning process.

Question 9: Would you like to read books in English during your English lessons?

9	CHILDREN	RELATIVE FREQUENCY
Yes	113	64,2%
No	8	4,55%
I do not know	55	31,25%
TOTAL	176	100%

Out of the total number, 113 students (64,2%) would like to read books in English during their lessons. Only 8 respondents (4,55%) said no, and 55 respondents (31,25%) are not decided. As it was said, the motivation for reading is great. Some undecided students might change their statement if they could see an example of such a lesson in their class.

Question 10: What do you find difficult on reading books in English?

10	CHILDREN	RELATIVE FREQUENCY
I do not know vocabulary	28	15,9%
I would not understand	85	48,3%
I cannot use dictionary	0	0%
I do not know, I have never tried	63	35,8%
TOTAL	176	100%

Out of the total number, 28 students (15,9%) think that vocabulary is very difficult while reading an authentic book, 85 students (48,3%) think that they would not understand, nobody is worried about using a dictionary, and 63 students (35,8%) are not decided because they have never tried that. This chart shows that most of the children are worried about understanding of the text. The second largest group do not have any experience. Students are usually worried because they have a bad experience (the text was too difficult

or inappropriate) and they do not have enough experience. Using more reading tasks would give them more confidence while reading.

Question 11: Have you ever tried to read a book in English at school?

11	CHILDREN	RELATIVE FREQUENCY
Yes	16	9,09%
No	94	53,41%
I do not remember	66	37,5%
TOTAL	176	100%

Out of the total number, only 16 students (9,09%) remember reading a book in English at school. 94 students (53,41%) said that they had never tried to read it, and 66 students (37,5%) do not remember. This shows that the students have not enough experience and according to this, they are worried to try the activity.

Question 12: Which genres do you like?

12	CHILDREN	RELATIVE FREQUENCY
Fairy tales	17	9,66%
Adventure literature	27	15,34%
Stories about children	23	13,07%
Sci-fi	20	11,36%
Fantasy	30	17,05%
Love stories	14	7,95%
Stories about animals	18	10,23%
Poetry	2	1,13%
Horror stories	21	11,93%
Historical literature	4	2,27%
TOTAL	176	100%

Out of the total number, 17 students (9,66%) like fairy tales, 27 students (15,34%) like adventure literature, 23 students (13,07%) like stories about children, 20 students (11,36%) like the genre of sci-fi, 30 students (17,05%) like fantasy, 14 students (7,95%) like love stories (only girls marked this option), 18 students (10,23%) like stories about animals, 2 students (1,13%) like poetry, 21 students (11,93%) like horror stories, and 4 students (2,27%) like historical literature.

To sum up, the students prefer adventure, sci-fi and fantasy stories about children and animals, and finally horror stories.

Question 13: Who is your favourite author?

Not everyone answered this question. I chose the authors that appeared more than once. They are Stephanie Meyer, J. K. Rowling, Roald Dahl, Neil Gaiman, P. C. and Kristin Cast.

Question 14: Do you have a favourite book?

Not everyone answered this question. The students mentioned these books: Twillight saga, Harry Potter, Matilda, and Coraline.

Question 15: Is there a book that you would like to read but it is not available?

Only one student answered this question. She would like to read: P. C. and Kristin Cast – their saga, some books are not translated yet

Not everyone answered these three questions. Some of the students wrote the Czech authors that I did not include into this research. It is not meaningful for the purpose of this thesis.

Appendix 4

DOTAZNÍK PRO ŽÁKY 6. - 9. ROČNÍKU

Milí studenti,

ráda bych Vás požádala o vyplnění následujícího dotazníku, který mi poskytuje zpětnou vazbu k hodinám anglického jazyka, které jsme spolu měli. Všechny informace budou sloužit pouze k mému výzkumu, dotazník je anonymní.

U otázek s výběrem odpovědí, prosím, zakroužkujte pouze jednu. Dotazník obsahuje i otevřené otázky, u kterých uvítám Váš názor.

Velmi Vám děkuji za vyplnění dotazníku ☺

Petra Stolinová

1. Kolik hodin angličtiny, kde jsme pracovali s texty anglické literatury, jsi navštívil?

- a) 1 b) 2 c) 3 d) 4 e) žádnou

2. Kolik z těchto hodin tě zaujalo?

- a) 1 b) 2 c) 3 d) 4 e) žádná

3. Bavilo by tě pracovat s anglickými texty pravidelně?

- a) ano b) ne c) nevím

4. Zaujal tě některý text natolik, že by sis přečetl celou knihu?

- a) ano b) ne c) nevím

5. Který je to text? (napiš název nebo autora)

.....

6. Zaujal tě nějaký autor?

- a) ano b) ne c) nevím

7. Jaký autor? (napiš jméno)

.....

8. Které aktivity tě nejvíce bavily? (můžeš zvolit více možností)

- a) vyplňování pracovního listu
- b) kreslení obrázku podle textu
- c) práce se slovníkem
- d) vyprávění příběhu
- e) hádání toho, co bude následovat
- f) hádanky spojené s textem
- g) diskuse
- h) samostatná práce
- i) práce ve skupině
- j) společná práce ve třídě
- k) jiná

9. Přišlo ti čtení anglické literatury těžké?

- a) ano b) ne c) nevím

10. Dozvěděl/a ses, kde anglickou literaturu vyhledat?

- a) ano b) ne c) nevím

11. Myslíš, že ses se dozvěděl/a něco nového?

- a) ano b) ne c) nevím

12. Myslíš, že to je přínosné pro tvou angličtinu?

- a) ano b) ne c) nevím



Appendix 5

Questionnaire

Dear students,

I would like to ask you to fill in this questionnaire which will help me to evaluate our lessons of English where we have been reading the books in English. The questionnaires are anonymous and all information will be used for my research only.

In this questionnaire, there are close ended questions where you have to mark only one answer. There are also open ended questions where I will appreciate your opinion.

Thank you for your time ☺

Petra Stolinová

Question 1: How many classes where we worked with the authentic text did you visit?

- a) 1 b) 2 c) 3 d) 0

Question 2: How many of them did you like?

- a) 1 b) 2 c) 3 d) 0

Question 3: Would you like to read the authentic texts regularly?

- a) yes b) no c) I do not know

Question 4: Was there any text that was interesting for you in addition to read the whole book?

- a) yes b) no c) I do not know

Question 5: Which one? (write the name of the text or the author)

.....

Question 6: Are you interested in any author that we mentioned?

- a) yes b) no c) I do not know

Question 7: Which author? (write the name)

.....

Question 8: Which activities did you like? (you can choose more than one)

- a) fill in the handout
b) draw a picture

- c) use the dictionary
- d) tell the story
- e) guessing what will happen
- f) riddles connected to the text
- g) discussion
- h) individual work
- i) group work/pair work
- j) everyone works together
- k) other:

Question 9: Do you consider reading in English difficult?

- a) yes
- b) no
- c) I do not know

Question 10: Do you know where to find English literature?

- a) yes
- b) no
- c) I do not know

Question 11: Did you learn anything new?

- a) yes
- b) no
- c) I do not know

Question 12: Do you think that it is helpful for your English?

- a) yes
- b) no
- c) I do not know



Appendix 6

Conclusion research

The conclusion of my research is based on the observations during the reading lessons and on the second questionnaire that I gave my students during the last lesson.

The questionnaire (Appendix 3) was filled in by all the students I taught (63 students). According to the questionnaire, I got the feedback of the reading process and the reading activities that were used during the lessons. It was provided in Czech so the students could answer my questions easily. There is also a translated version (Appendix 4) in the list.

Question 1: How many classes where we used the authentic texts did you visit?

1	CHILDREN	RELATIVE FREQUENCY
1	3	4,76%
2	2	3,17%
3	58	92,06%
0	0	0%
TOTAL	63	100%

Out of the total number of respondents, 3 students (4,76%) visited one lesson when the reading was included, 2 students (3,17%) visited two lessons, and 58 students (92,06%) visited three lessons.

Question 2: How many of them did you like?

2	CHILDREN	RELATIVE FREQUENCY
1	16	25,4%
2	15	23,8%
3	32	50,79%
0	0	0%
TOTAL	63	100%

Out of the total number, 16 students (25,4%) liked at least one lesson where the reading authentic text was included, 15 students (23,8%) liked two of them, 32 students (50,79%) liked three lessons that were used, and no one used the last option (I liked none of them). This chart shows that the reading lesson plans were successful. Most of the students were interested in all lessons that were presented.

Question 3: Would you like to read the authentic texts regularly?

3	CHILDREN	RELATIVE FREQUENCY
yes	29	46,03%
no	9	14,29%
I do not know	25	39,68%
TOTAL	63	100%

Out of the total number, 29 students (46,03%) would like to read the authentic texts regularly, 25 students (39,68%) were not decided, and only 9 students (14,29%) answered no. According to this, most of the children would like to continue and read more authentic texts, some of them were not decided about that, and only nine students would not continue in reading the authentic material. According to my observation, the students were glad that they did not have to fill in the exercises in the textbooks. Reading of the authentic texts was more interesting to them. They did not see it as something boring, they considered it as fun and something different than they were used to.

Question 4 and 5: Was there any text that was interesting for you in addition to read the whole book? Which one?

4	CHILDREN	RELATIVE FREQUENCY
yes	43	68,25%
no	11	17,46%
I do not know	9	14,29%
TOTAL	63	100%

Out of the total number, 43 students (68,25%) were interested in further reading, 11 students (17,46%) were not, and 9 students (14,29%) were not decided. The most important thing is that the majority of students were motivated and they were thinking about reading the whole book. The students liked The Tales of Beedle the Bard and Witches.

Question 6 and 7: Are you interested in any author we mentioned? Who is it?

6	CHILDREN	RELATIVE FREQUENCY
yes	29	46,03%
no	9	14,29%
I do not know	25	39,68%
TOTAL	63	100%

The students used the same answer as in the previous question. They mentioned J.K. Rowling and Roald Dahl as the most interesting authors.

Question 8: Which activities did you like? (more possible answers)

8	CHILDREN
Fill in the handout	17
Draw a picture	33
Use the dictionary	3
Tell the story	12
Guessing what will happen	23
Riddles	48
Discussion	16
Individual work	2
Group work/pair work	57
Everyone works together	5
Other	0

The chart shows how the different activities were successful. The students could choose more answers. Although not all activities were presented in all classes, for example drawing a picture was used only in the 6th and the 7th grade. The older students had no opportunity to try this activity. I could see that the most popular activities were riddles and drawing a picture. Riddles were used very often (more than one lesson plan), although drawing a picture was used in two classes and almost all students marked this activity as successful.

A lot of students liked the activity when they had to guess what would happen in the story. Tell the story, fill in the handouts, and discussions were also marked by many students. Only one thing was not so popular, it was using the dictionary.

The second part of the chart shows the seating. The majority of students liked group work and pair work. A few students marked collective work and only two students liked individual work during these activities.

Question 9: Do you consider reading in English difficult?

9	CHILDREN	RELATIVE FREQUENCY
yes	15	23,81%
no	47	74,6%
I do not know	1	1,59%
TOTAL	63	100%

Out of the total number of respondents, majority of students (74,6%) do not consider reading in English difficult after some practise during the lessons. This was one of the key points – to show the students that they are able to read in English.

On the other side, 15 students (23,81%) still consider reading in English as something difficult. Only one student (1,59%) was nor sure

Question 10: Do you know where to find English literature?

10	CHILDREN	RELATIVE FREQUENCY
yes	63	100%
no	0	0%
I do not know	0	0%
TOTAL	63	100%

All students know where to find English literature and appropriate audio books. I spent a lot of time to present this topic, to show the students the advantage of it. This point was successful because all students were informed about this and they remembered it.

Question 11: Did you learn anything new?

11	CHILDREN	RELATIVE FREQUENCY
yes	56	88,89%
no	2	3,17%
I do not know	5	7,94%
TOTAL	63	100%

Out of the total number, 56 students (88,89%) have learnt something new, 2 students (3,17%) think that they have not, and 5 students (7,94%) were not decided. It is very important to see that the majority of students feel the reading activities as something that can be helpful for the language.

Question 12: Do you think that it is helpful for your English?

12	CHILDREN	RELATIVE FREQUENCY
yes	56	88,89%
no	2	3,17%
I do not know	5	7,94%
TOTAL	63	100%

The results of this question were the same as in the previous question. The majority of students considered reading in English helpful.

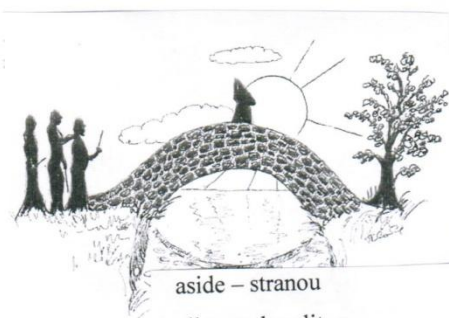
Appendix 7

THE TALE OF THE THREE BROTHERS

There were once three brothers who were travelling along a lonely, winding road at twilight. In time, the brothers reached a river too deep to wade through and too dangerous to swim across. However, these brothers were learned in the magical arts, and so they simply waved their wands and made a bridge appear across the treacherous water. They were halfway across it when they found their path blocked by a hooded figure.

And Death spoke to them. He was angry that he had been cheated out of three new victims, for travellers usually drowned in the river. But Death was cunning. He pretended to congratulate the three brothers upon their magic, and said that each had earned a prize for having been clever enough to evade him.

So the oldest brother, who was a combative man, asked for a wand more powerful than any in existence: a wand that must always win duels for its owner, a wand worthy of a wizard who had conquered Death! So Death crossed to an elder tree on the banks of the river, fashioned a wand from a branch that hung there, and gave it to the oldest brother.



aside – stranou
allow – dovolit
wonder – podivení, div, zázrak
adventure – dobrodružství
admire – obdivovat
destination – cíl

Then the second brother, who was an arrogant man, decided that he wanted to humiliate Death still further, and asked for the power to recall others from Death. So Death picked up a stone from the riverbank and gave it to the second brother, and told him that the stone would have the power to bring back the dead.

And then Death asked the third and youngest brother what he would like. The youngest brother was the humblest and also the wisest of the brothers, and he did not trust Death. So he asked for something that would enable him to go forth from that place without being followed by Death. And Death, most unwillingly, handed over his own Cloak of Invisibility.

Then Death stood aside and allowed the three brothers to continue on their way and they did so, talking with wonder of the adventure they had had, and admiring Death's gifts.

In due course the brothers separated, each for his own destination.



Vocabulary:

winding – klikatící se
twilight – soumrak
reach – dosáhnout
wave – mávnout
appear – objevit se
treacherous – zrádný, nebezpečný

hooded – maskovaný
cheat out – ošidit
drowned – utopený
cunning – lstivý, mazaný, vychytralý
pretend – předstírat
evade – vyhnout se

combative – bojovný
worthy – hodnotný
conquer – porazit
humiliate – ponížit
pick up – sebrat
riverbank – břeh řeky
bring back – navrátit
humblest – nejskromnější
wisest – nejmoudřejší
enable – umožnit
forth – dále, vpřed
unwillingly – neochotně
cloak – plášť
invisibility – neviditelnost

Appendix 8

Handout – Part 1

Questions:

Who are the main characters of the story?

What did they do when they reached the river?

Who was standing on the bridge?

What was the profession of the brothers?

Who was the hooded figure?

What did the hooded figure say to them?

What did the first brother want?

What did the second brother want?

What is the characteristic of the youngest brother?

What did he get?

What thing was the most important to Death?

Make a short summary of the story:

Appendix 9

WHAT HAPPENED IN THE FIRST PART:

There were three brothers, wizards. They were travelling together and came to the river. They made a bridge to cross the river. In the middle of the bridge, Death, who was cheated, was waiting for them. He offered them a prize. The first brother wanted the most powerful wand. The second brother got a stone that could bring dead people back to life. And the youngest brother got a Cloak of Invisibility. The brothers separated ...

THE SECOND PART:

The first brother travelled on for a week or more, and reaching a distant village, he sought out a fellow wizard with whom he had a quarrel. Naturally, with the Elder Wand as his weapon, he could not fail to win the duel that followed. Leaving his enemy dead upon the floor, the oldest brother proceeded to an inn, where he boasted loudly of the powerful wand he had snatched from Death himself, and of how it made him invincible.

That very night, another wizard crept upon the oldest brother as he lay, wine-sodden, upon his bed. The thief took the wand and, for good measure, slit the oldest brother's throat.



And so Death took the first brother for his own.

Meanwhile, the second brother journeyed to his own home, where he lived alone. Here he took out the stone that had the power to recall the dead, and turned it thrice in his hand. To his amazement and his delight, the figure of the girl he had once hoped to marry before her untimely death appeared at once before him.

Yet she was silent and cold, separated from him as though by a veil. Though she had returned to the mortal world, she did not truly belong there and suffered. Finally, the second brother, driven mad with hopeless longing, killed himself so as truly to join her.

And so Death took the second brother for his own.

But though Death searched for the third

brother for many years, he was never able to find him. It was only when he had attained a great age that the youngest brother finally took off the Cloak of Invisibility and gave it to his son. And then he greeted Death as an old friend, and went with him gladly, and, equals, they departed this life.

Vocabulary:

quarrel – hádka
 weapon – zbraň
 proceed – pokračovat
 inn – hostinec
 boast – pochlubit se
 snatch – uloupit
 invincible – nepřemožitelný
 creep (crept) – plížit se
 wine-sodden – ovíněný, opilý
 slit – rozříznout
 meanwhile – mezitím
 thrice – třikrát
 amazement – překvapení

delight – potěšení
 untimely – předčasný
 appear – objevit se
 veil – závoj
 truly – opravdu, skutečně
 suffer – trpět
 hopeless – beznadějný
 longing – touha
 attain – dosáhnout, nabýt
 take off – sundat
 cloak – plášť
 invisibility – neviditelnost
 greet – vítat

Appendix 10

Handout – part 2

Questions:

Where did the oldest brother go?

What did he want to do?

Did he win the duel?

Why did he tell everyone about his powerful wand?

What happened to him?

Where did the second brother go?

Who came to visit him?

Did they live happily ever after?

Did Death find the youngest brother?

What did the youngest brother do when he was old?

Was he friendly to Death?

Make a short summary of the story:

Appendix 11

AUGUSTUS GLOOP

① BEFORE

The very next day, the first Golden Ticket was found. The finder was a boy called Augustus Gloop, and Mr Bucket's evening newspaper carried a large picture of him on the front page. The picture showed a nine-year-old boy who was so enormously fat he looked as though he had been blown up with a powerful pump. Great flabby folds of fat bulged out from every part of his body, and his face was like a monstrous ball of dough with two small greedy curranty eyes peering out upon the world. The town in which Augustus Gloop lived, the newspaper said, had gone wild with excitement over their hero. Flags were flying from all the windows, children had been given a holiday from school, and a parade was being organized in honour of the famous youth.

'I just *knew* Augustus would find a Golden Ticket,' his mother had told the newspapermen. 'He eats *so many* bars of chocolate a day that it was almost *impossible* for him *not* to find one. Eating is his hobby, you know. That's *all* he's interested in.

① DESCRIBE AUGUSTUS:

WHAT IS HIS HOBBY?

② WHERE DID HE FALL?

WHY DID HE FALL THERE?

DO YOU THINK THAT HE WILL
EAT MORE CHOCOLATE AFTER THIS?

WHAT IS HIS WEAK POINT?



AUGUSTUS

Augustus
Gloop

WRITE 2 ADJ.

WRITE
3 VERBS

A WORD THAT IS
THE MOST IMPORTANT
ABOUT AUGUSTUS

IN THE FACTORY

② 'Be careful, Augustus!' shouted Mr Gloop. 'You're leaning too far out!'

Mr Gloop was absolutely right. For suddenly there was a shriek, and then a splash, and into the river went Augustus Gloop, and in one second he had disappeared under the brown surface.

'Save him!' screamed Mrs Gloop, going white in the face, and waving her umbrella about. 'He'll drown! He can't swim a yard! Save him! Save him!'

'Good heavens, woman,' said Mr Gloop, 'I'm not diving in there! I've got my best suit on!'

Augustus Gloop's face came up again to the surface, painted brown with chocolate. 'Help! Help! Help!' he yelled. 'Fish me out!'

'Don't just *stand* there!' Mrs Gloop screamed at Mr Gloop. 'Do something!'

'I *am* doing something!' said Mr Gloop, who was now taking off his jacket and getting ready to dive into the chocolate. But while he was doing this, the wretched boy was being sucked closer and

closer towards the mouth of one of the great pipes that was dangling down into the river. Then all at once, the powerful suction took hold of him completely, and he was pulled under the surface and then into the mouth of the pipe.

The crowd on the riverbank waited breathlessly to see where he would come out.

'There he goes!' somebody shouted, pointing upwards.

And sure enough, because the pipe was made of glass, Augustus Gloop could be clearly seen shooting up inside it, head first, like a torpedo.

'Help! Murder! Police!' screamed Mrs Gloop. 'Augustus, come back at once! Where are you going?'

Appendix 12

CHARLIE BUCKET

① CHARLIE'S FAMILY IS VERY POOR:

Only once a year, on his birthday, did Charlie Bucket ever get to taste a bit of chocolate. The whole family saved up their money for that special occasion, and when the great day arrived, Charlie was always presented with one small chocolate bar to eat all by himself. And each time he received it,

on those marvellous birthday mornings, he would place it carefully in a small wooden box that he owned, and treasure it as though it were a bar of solid gold; and for the next few days, he would allow himself only to look at it, but never to touch it. Then at last, when he could stand it no longer, he would peel back a *tiny* bit of the paper wrapping at one corner to expose a *tiny* bit of chocolate, and then he would take a *tiny* nibble – just enough to allow the lovely sweet taste to spread out slowly over his tongue. The next day, he would take another tiny nibble, and so on, and so on. And in this way, Charlie would make his sixpenny bar of birthday chocolate last him for more than a month.

① WHAT DOES CHARLIE GET EVERY YEAR FOR HIS BIRTHDAY?

HOW LONG DOES HE KEEP HIS CHOCOLATE BAR?

② WHAT DOES CHARLIE THINK ABOUT THE FACTORY?

HE IS A WINNER. WHAT IS HIS PRIZE?

WHY DID WILLY WONKA GIVE HIM HIS FACTORY?

WRITE
2 ADJECTIVES

WRITE 3
VERBS

1 WORD ABOUT
CHARLIE

② IN THE FACTORY:

'How I love my chocolate factory,' said Mr Wonka, gazing down. Then he paused, and he turned around and looked at Charlie with a most serious expression on his face. 'Do *you* love it too, Charlie?' he asked.

'Oh, yes,' cried Charlie. 'I think it's the most wonderful place in the whole world!'

'I am very pleased to hear you say that,' said Mr Wonka, looking more serious than ever. He went on staring at Charlie. 'Yes,' he said, 'I am very pleased indeed to hear you say that. And now I shall tell you why.' Mr Wonka cocked his head to one side and all at once the tiny twinkling wrinkles of a smile appeared around the corners of his eyes, and he said, 'You see, my dear boy, I have decided to make you a present of the whole place. As soon as you are old enough to run it, the entire factory will become yours.'

Charlie stared at Mr Wonka. Grandpa Joe

opened his mouth to speak, but no words came out.

'It's quite true,' Mr Wonka said, smiling broadly now. 'I really am giving it to you. That's all right, isn't it?'

'Giving it to him?' gasped Grandpa Joe. 'You must be joking.'

'I'm not joking, sir. I'm deadly serious.'

'But ... but ... why should you want to give your factory to little Charlie?'

'Listen,' Mr Wonka said, 'I'm an old man. I'm much older than you think. I can't go on for ever. I've got no children of my own, no family at all. So who is going to run the factory when I get too old to do it myself? *Someone's* got to keep it going – if only for the sake of the Oompa-Loompas. Mind you, there are thousands of clever men who would give anything for the chance to come in and take over from me, but I don't want that sort of person. I don't want a grown-up person at all. A grown-up won't listen to me; he won't learn. He will try to do things his own way and not mine. So I have to have a child. I want a good sensible loving child, one to whom I can tell all my most precious sweet-making secrets – while I am still alive.'

'So that is why you sent out the Golden Tickets!' cried Charlie.

'Exactly!' said Mr Wonka. 'I decided to invite five children to the factory, and the one I liked best at the end of the day would be the winner!'



Appendix 13

MIKE TEAVEE

① BEFORE:

"The Teavee household," said Mr Bucket, going on with his reading, "was crammed, like all the others, with excited visitors when our reporter arrived, but young Mike Teavee, the lucky winner, seemed extremely annoyed by the whole business. "Can't you fools see I'm watching television?" he said angrily. "I wish you wouldn't interrupt!"

"The nine-year-old boy was seated before an enormous television set, with his eyes glued to the screen, and he was watching a film in which one bunch of gangsters was shooting up another bunch of gangsters with machine guns. Mike Teavee himself had no less than eighteen toy pistols of various sizes hanging from belts around his body,

① WHAT DOES MIKE DO ALL THE TIME?

WHAT IS HANGING FROM HIS BELT?

WHAT REMAINS YOU HIS NAME? (TEAVEE)

WHAT IS HIS WEAK POINT?

② IN THE FACTORY:

But Mike Teavee was already off and running. The moment he heard Mr Wonka saying, "I'm pretty sure it could ... of course it could," he turned away and started running as fast as he could towards the other end of the room where the great camera was standing. "Look at me!" he shouted as he ran. "I'm going to be the first person in the world to be sent by television!"

"No, no, no, no!" cried Mr Wonka.

"Mike!" screamed Mrs Teavee. "Stop! Come back! You'll be turned into a million tiny pieces!"

But there was no stopping Mike Teavee now. The crazy boy rushed on, and when he reached the enormous camera, he jumped straight for the switch, scattering Oompa-Loompas right and left as he went.

"See you later, alligator!" he shouted, and he pulled down the switch, and as he did so, he leaped out into the full glare of the mighty lens.

There was a blinding flash.

Then there was silence.

Then Mrs Teavee ran forward ... but she stopped dead in the middle of the room ... and she stood there ... she stood staring at the place where her son had been ... and her great red mouth opened wide and she screamed, "He's gone! He's gone!"

"Great heavens, he *has* gone!" shouted Mr Teavee.

② WHAT DID HE DO IN THE FACTORY?

WHAT HAPPENED TO HIM?

WRITE 2 ADJECTIVES ABOUT MIKE

WRITE 3 VERBS ABOUT MIKE

WRITE 1 WORD THAT IS
TYPICAL FOR MIKE



Appendix 14

VERUCA SALT

THE SECOND WINNER; BEFORE:

①

Veruca's father, Mr Salt, had eagerly explained to the newspapermen exactly how the ticket was found. 'You see, boys,' he had said, 'as soon as my little girl told me that she simply *had* to have one of those Golden Tickets, I went out into the town and started buying up all the Wonka bars I could lay my hands on. *Thousands* of them, I must have bought. *Hundreds* of thousands! Then I had them loaded on to trucks and sent directly to my own factory. I'm in the peanut business, you see, and I've got about a hundred women working for me over at my place, shelling peanuts for roasting and salting. That's what they do all day long, those women, they sit there shelling peanuts. So I says to them, "Okay, girls," I says, "from now on, you can stop shelling peanuts and start shelling the wrappers off these chocolate bars instead!" And they did. I had every worker in the place yanking the paper off those bars of chocolate full speed ahead from morning till night.

① WHAT DID VERUCA'S FATHER GO TO GET

A GOLDEN TICKET?

WHO HAD TO OPEN ALL BARS OF CHOCOLATE?

VERUCA

WRITE 2 ADS.

WRITE 3 VERBS

A WORD ABOUT VERUCA



② IN THE FACTORY:

'I've decided I want a squirrel! Get me one of those squirrels!'

'Don't be silly, sweetheart,' said Mrs Salt. 'These all belong to Mr Wonka.'

'I don't care about that!' shouted Veruca. 'I want one. All I've got at home is two dogs and four cats and six bunny rabbits and two parakeets and three canaries and a green parrot and a turtle and a bowl of goldfish and a cage of white mice and a silly old hamster! I want a *squirrel*!'

'All right, my pet,' Mrs Salt said soothingly. 'Mummy'll get you a squirrel just as soon as she possibly can.'

'But I don't want *any* old squirrel!' Veruca shouted. 'I want a *trained* squirrel!'

AFTER A WHILE: (SQUIRRELS)

Twenty-five of them caught hold of her right arm, and pinned it down.

Twenty-five more caught hold of her left arm, and pinned that down.

Twenty-five caught hold of her right leg and anchored it to the ground.

Twenty-four caught hold of her left leg.

And the one remaining squirrel (obviously the leader of them all) climbed up on to her shoulder and started tap-tap-tapping the wretched girl's head with its knuckles.

'Save her!' screamed Mrs Salt. 'Veruca! Come back! What are they *doing* to her?'

'They're testing her to see if she's a bad nut,' said Mr Wonka. 'You watch.'

Veruca struggled furiously, but the squirrels held her tight and she couldn't move. The squirrel on her shoulder went tap-tap-tapping the side of her head with his knuckles.

Then all at once, the squirrels pulled Veruca to the ground and started carrying her across the floor.

'My goodness, she *is* a bad nut after all,' said Mr Wonka. 'Her head must have sounded quite hollow.'

Veruca kicked and screamed, but it was no use. The tiny strong paws held her tightly and she couldn't escape.

'Where are they taking her?' shrieked Mrs Salt.

'She's going where all the other bad nuts go,' said Mr Willy Wonka. 'Down the rubbish chute.'

② WHAT IS VERUCA'S WEAK POINT?

WHAT DID SHE WANT FROM THE FACTORY?

WHY DID THE SQUIRREL START TO TAP-TAP-TAPPING HER HEAD?

WHERE DID THEY TAKE HER?

Appendix 15

VIOLET BEAUREGARDE

BEFORE:

① 'The third ticket,' read Mr Bucket, holding the newspaper up close to his face because his eyes were bad and he couldn't afford glasses, 'the third ticket was found by a Miss Violet Beauregarde. There was great excitement in the Beauregarde household when our reporter arrived to interview the lucky young lady - cameras were clicking and flashbulbs were flashing and people were pushing and jostling and trying to get a bit closer to the famous girl. And the famous girl was standing on a chair in the living room waving the Golden Ticket madly at arm's length as though she were flagging a taxi. She was talking very fast and very loudly to everyone, but it was not easy to hear all that she

said because she was chewing so ferociously upon a piece of gum at the same time.

"I'm a gum chewer, normally," she shouted, "but when I heard about these ticket things of Mr Wonka's, I gave up gum and started on chocolate bars in the hope of striking lucky. Now, of course, I'm back on gum. I just *adore* gum. I can't do without it. I munch it all day long except for a few minutes at mealtimes when I take it out and stick it behind my ear for safekeeping. To tell you the truth, I simply wouldn't feel *comfortable* if I didn't have that little wedge of gum to chew on every moment of the day, I really wouldn't."

① WHAT DOES VIOLET ALWAYS DO?

WHEN DOES SHE PUT THE GUM AWAY?

WHERE DOES SHE PUT IT?

② WHAT WAS THE FLAVOUR OF THE GUM IN THE FACTORY?

WHAT COLOUR IS SHE CHANGING TO?

WHAT WAS HER WEAR POINT? (2 ADS.)

WHY DID SHE TURN VIOLET? (3 VERBS)



② IN THE FACTORY

VIOLET STOLE A GUM:

'Don't!' said Mr Wonka.

'Fabulous!' shouted Violet. 'It's tomato soup! It's hot and creamy and delicious! I can feel it running down my throat!'

'Stop!' said Mr Wonka. 'The gum isn't ready yet! It's not right!'

'Good heavens, girl!' shrieked Mrs Beauregarde suddenly, staring at Violet, 'what's happening to your nose!'

'Oh, be quiet, mother, and let me finish!' said Violet.

'It's turning blue!' screamed Mrs Beauregarde. 'Your nose is turning blue as a blueberry!'

'Your mother is right!' shouted Mr Beauregarde. 'Your whole nose has gone purple!'

'What *do* you mean?' said Violet, still chewing away.

'Your cheeks!' screamed Mrs Beauregarde. 'They're turning blue as well! So is your chin! Your whole face is turning blue!'

'Spit that gum out at once!' ordered Mr Beauregarde.

'Mercy! Save us!' yelled Mrs Beauregarde. 'The girl's going blue and purple all over! Even her hair is changing colour! Violet, you're turning violet, Violet! What *is* happening to you?'

'I *told* you I hadn't got it quite right,' sighed Mr Wonka, shaking his head sadly.

'I'll say you haven't!' cried Mrs Beauregarde. 'Just look at the girl now!'

Everybody was staring at Violet. And what a terrible, peculiar sight she was! Her face and hands and legs and neck, in fact the skin all over her body, as well as her great big mop of curly hair, had turned a brilliant, purplish-blue, the colour of blueberry juice!



VIOLET

1 WORD THAT
THE
IS MOST TYPICAL
FOR VIOLET

Appendix 16

WILLY WONKA

① One evening, when Charlie went in to see his grandparents, he said to them, 'Is it *really* true that Wonka's Chocolate Factory is the biggest in the world?'

'True?' cried all four of them at once. 'Of course it's true! Good heavens, didn't you know *that*? It's about *fifty* times as big as any other!'

'And is Mr Willy Wonka *really* the cleverest chocolate maker in the world?'

'My dear boy,' said Grandpa Joe, raising himself up a little higher on his pillow, 'Mr Willy Wonka is the most *amazing*, the most *fantastic*, the most *extraordinary* chocolate maker the world has ever seen! I thought *everybody* knew that!'

'I knew he was famous, Grandpa Joe, and I knew he was very clever...'

'Clever!' cried the old man. 'He's more than that! He's a *magician* with chocolate! He can make *anything* - anything he wants! Isn't that a fact, my dears?'

② WHAT IS WILLY WONKA'S JOB?

WHAT DO PEOPLE SAY ABOUT HIM?

③ DESCRIBE WILLY WONKA IN 5 SENTENCES:

HE IS COMPARED TO AN ANIMAL. WHAT ANIMAL IS IT?

WILLY WONKA



②

Mr Wonka was standing all alone just inside the open gates of the factory.

And what an extraordinary little man he was!

He had a black top hat on his head.

He wore a tail coat made of a beautiful plum-coloured velvet.

His trousers were bottle green.

His gloves were pearly grey.

And in one hand he carried a fine gold-topped walking cane.

Covering his chin, there was a small, neat, pointed black beard - a goatee. And his eyes - his eyes were most marvellously bright. They seemed to be sparkling and twinkling at you all the time. The whole face, in fact, was alight with fun and laughter.

And oh, how clever he looked! How quick and sharp and full of life! He kept making quick jerky little movements with his head, cocking it this way and that, and taking everything in with those bright twinkling eyes. He was like a squirrel in the quickness of his movements, like a quick clever old squirrel from the park.

Suddenly, he did a funny little skipping dance in the snow, and he spread his arms wide, and he smiled at the five children who were clustered near the gates, and he called out, 'Welcome, my little friends! Welcome to the factory!'



WRITE 2 ADJECTIVES ABOUT WILLY WONKA

WRITE 3 VERBS (WHAT WILLY WONKA CAN DO)

WRITE A WORD THAT IS THE MOST IMPORTANT FOR YOU

Appendix 17

The Oompa-Loompas

Suddenly, the air was filled with screams of excitement. The screams came from Veruca Salt. She was pointing frantically to the other side of the river. 'Look! Look over there!' she screamed. 'What is it? He's moving! He's walking! It's a little person! It's a little man! Down there below the waterfall!'

Everybody stopped picking buttercups and stared across the river.

'She's right, Grandpa!' cried Charlie. 'It is a little man! Can you see him?'

'I see him, Charlie!' said Grandpa Joe excitedly.

And now everybody started shouting at once.

'There's two of them!'

'My gosh, so there is!'

'There's more than two! There's one, two, three, four, five!'

'What are they doing?'

'Where do they come from?'

'Who are they?'

Children and parents alike rushed down to the edge of the river to get a closer look.

'Aren't they fantastic!'

'No higher than my knee!'

'Look at their funny long hair!'

The tiny men – they were no larger than medium-sized dolls – had stopped what they were doing, and now they were staring back across the river at the visitors. One of them pointed towards the children, and then he whispered something to the other four, and all five of them burst into peals of laughter.

'But they can't be real people,' Charlie said.

'Of course they're real people,' Mr Wonka answered. 'They're Oompa-Loompas.'

'Oompa-Loompas!' everyone said at once. 'Oompa-Loompas!'

'Imported direct from Loompaland,' said Mr Wonka proudly.

'There's no such place,' said Mrs Salt.

'Excuse me, dear lady, but . . .'

'Mr Wonka,' cried Mrs Salt. 'I'm a teacher of geography . . .'

'Then you'll know all about it,' said Mr Wonka.

'And oh, what a terrible country it is! Nothing but thick jungles infested by the most dangerous beasts in the world – hornswogglers and snozzwangers and those terrible wicked whangdoodles. A whangdoodle would eat ten Oompa-Loompas for breakfast and come galloping back for a second helping. When I went out there, I found the little Oompa-Loompas living in tree houses. They *had* to live in tree houses to escape from the whangdoodles and the hornswogglers and the snozzwangers. And they were living on green caterpillars, and the caterpillars tasted revolting, and the Oompa-Loompas spent every moment of their days climbing through the treetops looking for other things to mash up



with the caterpillars to make them taste better – red beetles, for instance, and eucalyptus leaves, and the bark of the bong-bong tree, all of them beastly, but not quite so beastly as the caterpillars. Poor little Oompa-Loompas! The one food that they longed for more than any other was the cacao bean.

WHO ARE THESE LITTLE PEOPLE?

WHAT ARE THEY DOING IN THE FACTORY?

DESCRIBE THEM (HEIGHT, HAIR, ...)

WHERE ARE THEY FROM?

WHAT IS LOOMPALAND?

DESCRIBE LOOMPALAND.

WHERE DO OOMPA-LOOMPAS LIVE IN LOOMPALAND?

OOMPA-LOOMPAS

WRITE 2 ADJ.

WRITE 3 VERBS (WHAT THEY CAN DO)

WRITE ONE WORD THAT EXPRESSES ALL ABOUT OOMPA-LOOMPAS

Appendix 18

How to Recognize a Witch

① 'Tonight,' the old woman said, 'I am going to tell you how to recognize a witch when you see one.'

'In the first place,' she said, 'a REAL WITCH is certain always to be wearing gloves when you meet her.'

'Surely not *always*,' I said. 'What about in the summer when it's hot?'

'Even in the summer,' my grandmother said. 'She has to. Do you want to know why?'

'Why?' I said.

'Because she doesn't have finger-nails. Instead of finger-nails, she has thin curvy claws, like a cat, and she wears the gloves to hide them. Mind you, lots of very respectable women wear gloves, especially in winter, so this doesn't help you very much.'

② The second thing to remember is that a REAL WITCH is always bald.'

'Bald?' I said.

'Bald as a boiled egg,' my grandmother said.

'A REAL WITCH always wears a wig to hide her baldness. She wears a first-class wig. And it is almost impossible to tell a really first-class wig from ordinary hair unless you give it a pull to see if it comes off.'

③ 'What other things must I look for to recognize a witch?' I asked.

'Look for the nose-holes,' my grandmother said. 'Witches have slightly larger nose-holes than ordinary people. The rim of each nose-hole is pink and curvy, like the rim of a certain kind of sea-shell.'

'Why do they have such big nose-holes?' I asked.

'For smelling with,' my grandmother said. 'A REAL WITCH has the most amazing powers of smell. She can actually smell out a child who is standing on the other side of the street on a pitch-black night.'

'She couldn't smell me,' I said. 'I've just had a bath.'

'Oh yes she could,' my grandmother said. 'The cleaner you happen to be, the more smelly you are to a witch.'

'That can't be true,' I said.

'An absolutely clean child gives off the most ghastly stench to a witch,' my grandmother said. 'The dirtier you are, the less you smell.'

'What would I be smelling of?' I asked.

'Dogs' droppings,' my grandmother said.

I reeled. I was stunned. 'Dogs' droppings!' I cried. 'I am *not* smelling of dogs' droppings! I don't believe it! I *won't* believe it!'

④

'Look carefully at the eyes, because the eyes of a REAL WITCH are different from yours and mine. Look in the middle of each eye where there is normally a little black dot. If she is a witch, the black dot will keep changing colour, and you will see fire and you will see ice dancing right in the very centre of the coloured dot. It will send shivers running all over your skin.'

⑤

'What else is different about them, Grandmamma?'

'The feet,' she said. 'Witches never have toes.'

'No toes!' I cried. 'Then what do they have?'

'They just have feet,' my grandmother said.

'The feet have square ends with no toes on them at all.'

'Does that make it difficult to walk?' I asked.

'Not at all,' my grandmother said. 'But it does give them a problem with their shoes. All ladies like to wear small rather pointed shoes, but a witch, whose feet are very wide and square at the ends, has the most awful job squeezing her feet into those neat little pointed shoes.'

⑥ 'Are those the only differences then, Grandmamma?'

'There's one more,' my grandmother said. 'Just one more.'

'What is it, Grandmamma?'

'Their spit is blue.'

'Blue!' I cried. 'Not blue! Their spit can't be blue!'

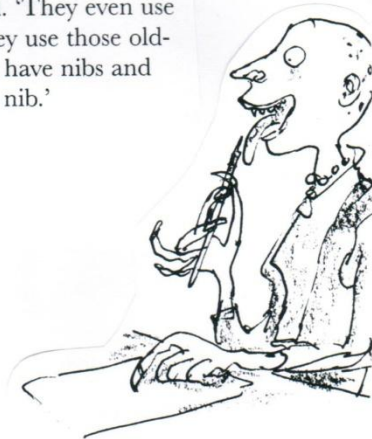
'Blue as a bilberry,' she said.

'You don't mean it, Grandmamma! Nobody can have blue spit!'

'Witches can,' she said.

'Is it like ink?' I asked.

'Exactly,' she said. 'They even use it to write with. They use those old-fashioned pens that have nibs and they simply lick the nib.'



Appendix 19

TRISTRAN THORN

Tristan Thorn, at the age of seventeen, and only six months older than Victoria, was half the way between a boy and a man, and was equally uncomfortable in either role; he seemed to be composed chiefly of elbows and Adam's apples. His hair was the brown of sodden straw, and it stuck out at awkward, seventeen-year-old angles, wet and comb it howsoever much he tried.

He was painfully shy, which, as is often the manner of the painfully shy, he overcompensated for by being too loud at the wrong times. Most days Tristan was content—or as content as a seventeen-year-old youth with his world ahead of him can ever be—and when he daydreamed in the fields, or at the tall desk at the back of Monday and Brown's, the village shop, he fancied himself riding the train all the way to London or to Liverpool, of taking a steamship across the grey Atlantic to America, and making his fortune there among the savages in the new lands.

But there were times when the wind blew from beyond the wall, bringing with it the smell of mint and thyme and red-currants, and at those times there were strange colors seen in the flames in the fireplaces of the village. When that wind blew, the simplest of devices—from lucifer matches to lantern-slides—would no longer function.

And, at those times, Tristan Thorn's daydreams were strange, guilty fantasies, muddled and odd, of journeys through forests to rescue princesses from palaces, dreams of knights and trolls and mermaids. And when these moods came upon him, he would slip out of the house, and lie upon the grass, and stare up at the stars.

Few of us now have seen the stars as folk saw them then—our cities and towns cast too much light into the night—but, from the village of Wall, the stars were laid out like worlds or like ideas, uncountable as the trees in a forest or the leaves on a tree. Tristan would stare into the darkness of the sky until he thought of nothing at all, and then he would go back to his bed and sleep like a dead man.

He was a gangling creature of potential, a barrel of dynamite waiting for someone or something to light his fuse; but no one did, so on weekends and in the evenings he helped his father on the farm, and during the day he worked for Mr. Brown, at Monday and Brown's, as a clerk.

Tristan reached down his hand and took Victoria's small hand in his. She did not pull away.

"Did you see that?" asked Victoria, who was gazing out over the landscape.

"I saw nothing," said Tristan. "I was looking at you."

Victoria smiled in the moonlight.

"You are the most lovely woman in all the world," said Tristan, from the bottom of his heart.

"Get along with you," said Victoria, but she said it gently.

"What did you see?" asked Tristan.

"A falling star," said Victoria. "I believe they are not at all uncommon at this time of year."

"Vicky," said Tristan. "Will you kiss me?"

"No," she said.

"You kissed me when we were younger. You kissed me beneath the pledge-Oak, on your fifteenth birthday. And you kissed me last May Day, behind your father's cowshed."

"I was another person then," she said. "And I shall not kiss you, Tristan Thorn."

"If you will not kiss me," asked Tristan, "will you marry me?"

"Marry you?" she repeated, incredulously. "And why ever should I marry you, Tristan Thorn? What could you give me?"

"Give you?" he said.

"I would go to Australia, at the bottom of the world," said Tristan, "and bring you. Um." He ransacked the penny dreadfuls in his head, trying to remember if any of their heroes had visited Australia. "A kangaroo," he said. "And opals," he added. He was fairly sure about the opals.

Victoria Forester squeezed his hand. "And whatever would I do with a kangaroo?" she asked.

"For a kiss, and the pledge of your hand," said Tristan, grandiloquently, "I would bring you that fallen star."

"Go on, then," said Victoria. "And if you do, I will."

"What?" said Tristan.

"If you bring me that star," said Victoria, "the one that just fell, not another star, then I'll kiss you. Who knows what else I might do. There: now you need not go to Australia, nor to Africa, nor to far Cathay."

"What?" said Tristan.

And Victoria laughed at him,

"Anyway, should you not be running off to retrieve my fallen star? It fell to the East, over there." And she laughed again. "Silly shop-boy. It is all you can do to ensure that we have the ingredients for rice pudding."

"And if I brought you the fallen star?" asked Tristan lightly. "What would you give me? A kiss? Your hand in marriage?"

"Anything you desire," said Victoria, amused.

Appendix 20

THE LILIM

In the middle of a wood, so thick and so deep it was very nearly a forest, was a small house, built of thatch and wood and daubed grey clay, which had a most foreboding aspect. A small, yellow bird in a cage sat on its perch outside the house. It did not sing, but sat mournfully silent, its feathers ruffled and wan. There was a door to the cottage, from which the once-white paint was peeling away.

The house belonged to three aged women. They took it in turns to sleep in the big bed, to make the supper, to set snares in the wood for small animals, to draw water up from the deep well behind the house.

The three women spoke little.

There were three other women in the little house. They were slim, and dark, and amused. The hall they inhabited was many times the size of the cottage; the floor was of onyx, and the pillars were of obsidian. There was a courtyard behind them, open to the sky, and stars hung in the night sky above. A fountain played in the courtyard, the water rolling and falling from a statue of a mermaid in ecstasy, her mouth wide open. Clean, black water gushed from her mouth into the pool below, shimmering and shaking the stars.

The three women, and their hall, were in the black mirror.

The three old women were the Lilim—the witch-queen—all alone in the woods.

The woman screeched, "Come quick! Come quick!" Then she pushed gently at the stoat-guts with her knife, and screeched once more.

The crone in the rocking chair pulled herself to her feet. (In the mirror, a dark woman stretched and rose from her divan.) The last old woman, returning from the outhouse, scurried as fast as she could from the woods.

"What?" she said. "What is it?"

(In the mirror, a third young woman rejoined the other two. Her breasts were small and high, and her eyes were dark.)

"Look," gestured the first old woman, pointing with her knife.

"At last," said one of them, and "About time," said another.

"Which of us, then, to find it?" asked the third.

The three women closed their eyes, and three old hands stabbed into the stoat-guts on the board.

An old hand opened. "I've a kidney."

"I've his liver."

The third hand opened. It belonged to the oldest of the Lilim. "I've his heart," she said, triumphantly.

"How will you travel?"

"In our old chariot, drawn by what I find at the cross-roads."

"You'll be needing some years."

The oldest one nodded.

The youngest, the one who had come in from the outhouse, walked, painfully slowly, over to a high and ramshackle chest of drawers, and bent over. She took a rusting iron box from the bottommost drawer, and carried it over to her sisters. It was tied around with three pieces of old string, each with a different knot in it. Each of the women unknotted her own piece of string, then the one who had carried the box opened the lid.

Something glittered golden in the bottom of the box.

"Not much left," sighed the youngest of the Lilim, who had been old when the wood they lived in was still beneath the sea.

"Then it's a good thing that we've found a new one, isn't it?" said the oldest, tartly, and with that she thrust a clawed hand into the box. Something golden tried to avoid her hand, but she caught it, wiggling and glimmering, opened her mouth, and popped it inside.

(In the mirror, three women stared out.)

There was a shivering and a shuddering at the center of all things.

(Now, two women stared from the black mirror.)

In the cottage, two old women stared, envy and hope mixing in their faces, at a tall, handsome woman with black hair and dark eyes and red, red lips.

"My," she said, "but this place is filthy." She strode to the bed. Beside it was a large wooden chest, covered by a faded tapestry. She twitched off the tapestry and opened the chest, rummaging inside.

"Here we go," she said, holding up a scarlet kirtle. She tossed it onto the bed, and pulled off the rags and tatters she had worn as an old woman.

Her two sisters stared across at her naked body hungrily.

"When I return with her heart, there will be years aplenty for all of us," she said, eying her sisters' hairy chins and hollow eyes with disfavor. She slipped a scarlet bracelet onto her wrist, in the shape of a small snake with its tail between its jaws.

"A star," said one of her sisters.

"A star," echoed the second.

Appendix 21

THE SONS OF STORMHOLD

The eighty-first Lord of Stormhold lay dying in his chamber, which was carved from the highest peak like a hole in a rotten tooth. There is still death in the lands beyond the fields we know.

He summoned his children to his bedside and they came, the living and the dead of them, and they shivered in the cold granite halls. They gathered about his bed and waited respectfully, the living to his right side, the dead on his left.

Four of his sons were dead: Secundus, Quintus, Quartus and Sextus, and they stood unmoving, grey figures, insubstantial and silent.

Three of his sons remained alive: Primus, Tertius and Septimus. They stood, solidly, uncomfortably, on the right of the chamber, shifting from foot to foot, scratching their cheeks and noses, as if they were shamed by the silent repose of their dead brothers. They did not glance across the room toward their dead brothers, acting—as best they could—as if they and their father were the only ones in that cold room, where the windows were huge holes in the granite through which the cold winds blew. And whether this is because they could not see their dead brothers, or because, having murdered them (one apiece, save Septimus, who had killed both Quintus and Sextus, poisoning the former with a dish of spiced eels, and, rejecting artifice for efficiency and gravity, simply pushing Sextus off a precipice one night as they were admiring a lightning storm far below), they chose to ignore them, scared of guilt, or revelation, or ghosts, their father did not know.

Privately, the eighty-first lord had hoped that by the time his end came upon him, six of the seven young lords at Stormhold would be dead, and but one still alive. That one would be the eighty-second Lord of Stormhold and Master of the High Crag; it was, after all, how he had attained his own title several hundred years before.

But the youth of today were a pasty lot, with none of the get-up-and-go, none of the vigor and vim that he remembered from the days when he was young. . . .

The old man stood, or almost stood, leaning heavily on the broad shoulders of his children, staring into the leaden sky.

His fingers, swollen-knuckled and twiglike, fumbled with the topaz that hung on a heavy silver chain about his neck. The chain parted like a cobweb in the old man's grip. He held the topaz out in his fist, the broken ends of silver chain dangling.

The dead lords of Stormhold whispered amongst themselves in the voices of the dead, which sound like snow falling: the topaz was the Power of Stormhold. Who wore it would be Stormhold's master, as long as he was of the blood of Stormhold. To which of the surviving sons would the eighty-first lord give the stone?

The living sons said nothing, but looked, respectively, expectant, wary, and blank (but it was a deceptive blankness, the blankness of a rock face that one only realizes cannot be climbed when one is halfway up, and there is no longer any way down).

The old man pulled free of his sons, and stood straight and tall, then. He was, for a heartbeat, the lord of Stormhold who had defeated the Northern Goblins at the battle of Cragland's Head; who had fathered eight children—seven of them boys—on three wives; who had killed each of his four brothers in combat, before he was twenty years old, although his oldest brother had been almost five times his age and a mighty warrior of great renown. It was this man who held up the topaz and said four words in a long-dead tongue, words which hung on the air like the strokes of a huge bronze gong.

Then he threw the stone into the air. The living brothers caught their breath, as the stone arced up over the clouds. It reached what they were certain must be the zenith of its curve, and then, defying all reason, it continued to rise into the air.

Other stars glittered in the night sky, now.

"To he who retrieves the stone, which is the Power of Stormhold, I leave my blessing, and the Mastership of Stormhold and all its dominions," said the eighty-first lord, his voice losing power as he spoke, until once again it was the creak of an old, old man, like the wind blowing through an abandoned house.

The brothers, living and dead, stared at the stone. It fell upwards into the sky until it was lost to sight.

"And should we capture eagles, and harness them, to drag us into the heavens?" asked Tertius, puzzled and annoyed.

His father said nothing. The last of the daylight faded, and the stars hung above them, uncountable in their glory.

One star fell.

Tertius thought, although he was not certain, that it was the first star of the evening, the one that his brother Septimus had remarked upon.

The star tumbled, a streak of light, through the night sky, and it tumbled down somewhere to the south and west of them.

Appendix 22



Appendix 23



Appendix 24

